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ABSTRACT

The second book in a series of three initial readers designed as a component of the Navajo Bilingual Bicultural Curriculum, "Chaa'" builds on the vocabulary introduced in "Ch'al" (the first book of the series). The second reader introduces all the remaining consonants (16), except "x," in the Navajo alphabet; 11 vowel environments; and 6 diphthong environments. Composed primarily of words no greater than two syllables, the reader introduces 26 new words in the Navajo language. The teacher's guide is organized with a copy of the student reader-workbook pages and instructions for each page appearing together and provides specific activities for oral lessons, dictation and blending syllables. Oral lessons are designed to introduce new sound-symbol associations and should be completed before continuing to the student reader-workbook. Dictation activities are designed to reinforce the fill-in-the-blank activities enabling students to spell the words at the completion of the workbook. Blending activities are used when students have problems blending two syllables. Small instructional groups of 6 to 10 students are suggested along with each lesson being 20 to 30 minutes in length, twice a day. (ERB)

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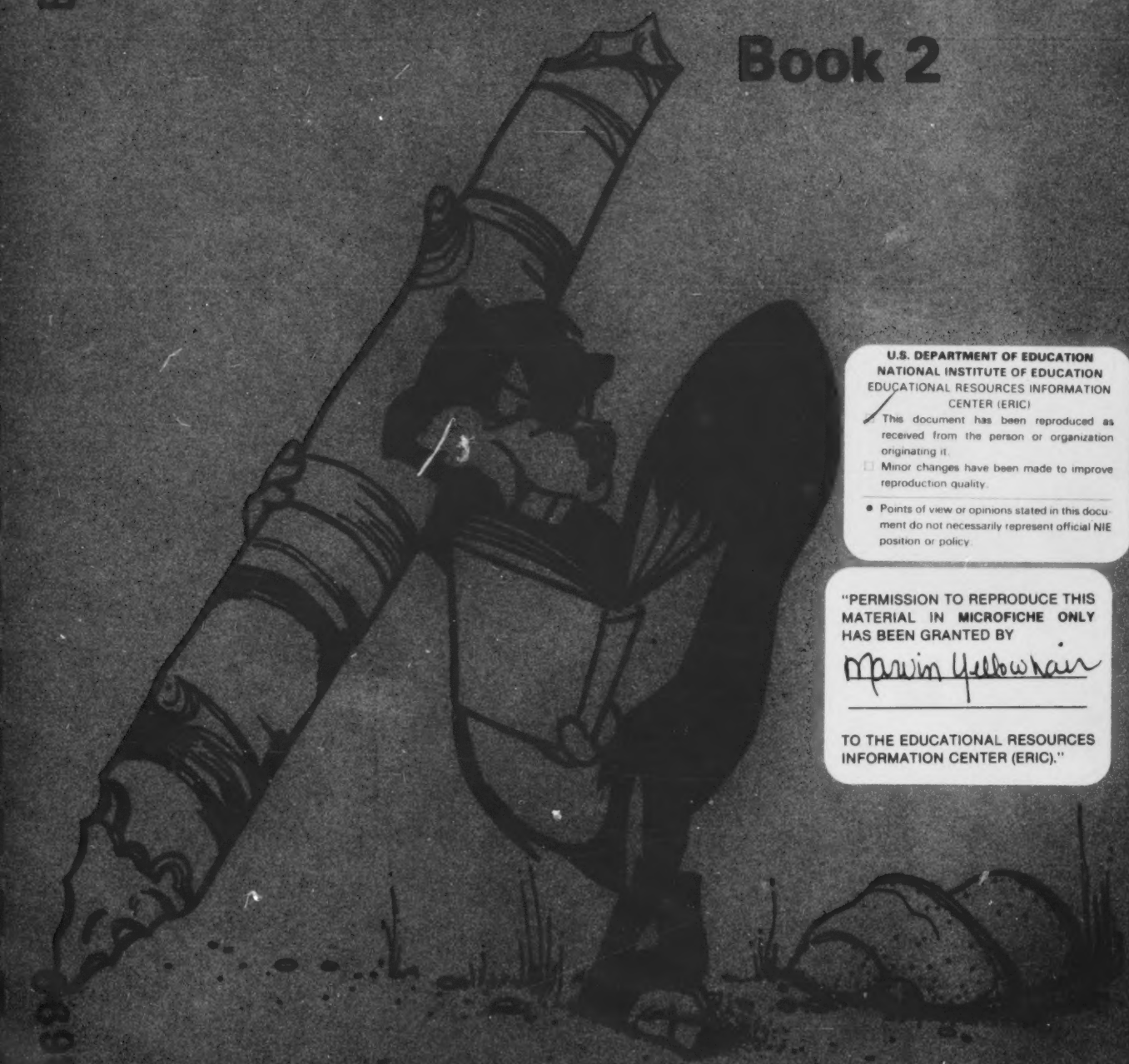
Chaa'

Bá'Ółta'í Yik'ehgo Na'nitiní

Book 2



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Chaa'

Diné K'ejí Naaltsoos wólta' Bóhó'aa'ígíí

Book 2

CHAA' has been developed in cooperation with Rock Point Community School, Chinle, Arizona 86503

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INTRODUCTION

Chaa' is the second book in a series of three initial readers developed at Rock Point Community school. The three readers are termed the Initial Reading Series. The Rock Point Community School Board has given the Native American Materials Development Center (NAMDC) permission to revise the Initial Reading Series. The Series, as designed for use at Rock Point, was one component of several materials used to teach reading. Many of the other components of the Rock Point reading program have been integrated into the revised edition of the Initial Reading Series. NAMDC is very appreciative of the Rock Point School Board and school staff for allowing the Center to do the revision of the Series.

One of the essential steps in teaching reading is to begin children reading actual words and sentences as soon as possible. In a code emphasis (phonics) approach to reading, this essential step is somewhat delayed because children must first learn enough skills to build or decode words before they are ready to read. The purpose of the Initial Reading Series is to allow children an opportunity to decode words as soon as possible. The basic approach to teaching reading in the series is code emphasis. Eleven sound/symbol associations are introduced. Then these sound/symbol associations are blended into words. Rather than introducing all the sound/symbol associations possible in the Navajo writing system before introducing actual reading of words, the Initial Reading Series introduces eleven sound-symbol association. The remaining consonant and vowel environments are introduced gradually throughout the series.

The basic format of the series is similar to the Sullivan Programmed Reading Series. But the Initial Reading Series is a teacher-directed program rather than a total individualized approach.

The first book in the series, Ch'ał introduced 14 consonants and 15 vowel environments. This book, Chaa', introduces: (1) all the remaining consonants (16), except x, in the Navajo alphabet; (2) 11 vowel environments; and (3) 6 diphthong environments. The third book Náshdóí, will introduce all the remaining vowel environments, the use of x in the Navajo orthography and the remaining common diphthongs. The primary element of control in this series is the number of syllables in a word. The Ch'ał book is essentially composed of monosyllabic words. The Chaa' is primarily composed of words no greater than two syllables. The third book is composed primarily of vocabulary of no more than three syllables.

THE ORGANIZATION OF THE CHAA' BOOK

Chaa' is organized in the same format as the Ch'ał book. Chaa' builds on the vocabulary introduced in Ch'ał. Sixteen consonants, eleven vowel environments and six diphthong environments are introduced in Chaa'. Twenty-six new words are introduced. A few words are introduced in context, but the majority of new words are introduced step by step.

This guide is organized so that a copy of the students' reader-workbook page and the instructions for that page appear together. This guide also provides specific activities for oral lessons, dictation and blending syllables.

The oral lessons are designed to introduce new sound-symbol associations. These lessons are placed in sets of one to three oral lessons throughout the guide. Each set of lessons are to be completed before students continue to read in the student reader-workbook. These lessons

use activities similar to the activities in the pre-reading lesson of the Ch'ał teacher's guide. If additional oral lesson activities are needed, the pre-reading section of the Ch'ał Teacher's Guide provides a variety of activities that may be used as supplemental lessons.

The dictation activities are designed to reinforce the fill-in-the-blank activities which are used throughout the book. If dictation activities are regularly conducted, students should be able to spell all of the words used in Chaa' by the time they complete the book. Teachers may wish to supplement the dictation activities with their own ideas and conduct dictation more often than suggested in this guide.

The blending activities should be used if students have trouble blending two syllables. These activities should prepare students to attack (decode) words of considerable syllable length. Again, teachers may want to supplement the suggested activities and may want to use these activities more frequently than suggested in this guide.

SUGGESTIONS FOR USING CHAA'

Chaa' should be introduced after students have completed the Ch'ał material. Chaa' builds on the vocabulary, skills and concepts introduced in Ch'ał.

Chaa' is most effectively used in small intructional groups of six to ten students. Children should be grouped according to individual needs. Children who are progressing at similar rates should be grouped together.

Each reading lesson should be 20 to 30 minutes in length. If possible, two reading periods daily for each group are desirable. The best times for the reading periods are early in the day and just after lunch.

There are explicit directions for all the activities in this guide -- oral lessons, dictation, blending and reading. It is important that the teacher follow these directions closely. In fact, the teacher may find it necessary to supplement these instructions, but the sequence should be followed consistently.

Teachers should pre-read the materials to be covered in the daily lesson. This is important for several reasons: 1) to anticipate problem areas; 2) to prepare additional instructions; 3) to determine a reasonable ending place for the particular days' lesson; 4) to become familiar with the material.

Pacing will be an important factor in the lesson. Developing a pace is essential in the use of the materials. Pre-reading each lesson should help the teacher so that she doesn't have to read the instruction for each frame, since most of the instructions are repetitive. She can underline new instructions where needed.

The oral lessons require alphabet cards. The teacher may use a set already available to her, make her own set, or use the Initial Consonant and Vowel Cards available form the Native American Materials Development Center. Depending upon the set used, illustrations may vary from those stated in the lessons, and the teacher will have to adjust the oral lessons accordingly, e.g., oral lesson 1 calls for a card with a picture of <u>yoo'</u>, but the alphabet card the teacher may have uses the illustration <u>yas</u>, in which case the teacher must use <u>yas</u> rather than <u>yoo'</u> throughout lesson 1.

Problem areas can be identified by writing maginal notes in the teachers' edition; later a revision of the material can be done. For <u>Chaa'</u>, to become an effective tool, teacher feedback is essential. Mark problem areas, write in appropriate additions and suggestions.

ORGANIZING FOR READING INSTRUCTION

Grouping is necessary if this reading program is going to be successful. It is suggested that the reading period be from twenty to thirty minutes in length. Also it is suggested that the number of students be limited to eight. This will give the teacher a chance to see if each child is progressing as he should, and that he is given an opportunity to respond to questions often.

Both the teacher and teacher aide should be involved in teaching. This means that while the teacher aide is teaching Navajo literacy, the teacher could be teaching ESL or vice versa. The class should be divided into two or three reading groups. The latter is preferable.

The following is a suggested morning schedule for a first grade class with three reading groups:

Time	Group I	Group II	Group III
9:00 - 9:30	Read Chaa' Book	Seatwork Activity	Chaa'
9:30 - 10:00	Seatwork Activity	ESL	Chaa'
10:00 - 10:30	ESL	Chaa'	Seatwork Activity

Then repeat the same procedure in the afternoon from 1 o'clock to two thirty.

A suggested schedule for a class with two groups:

Time	Group I	Group II
9:00 - 9:30	ESL	Chaa'
9:30 - 10:00	Chaa'	ESL

Repeat the same schedule in the afternoon.

ORAL LESSON 1:

THE SOUND OF y

Bá'ółta'í Ółta'í

Hold up the y card and let children talk about it. Have them tell what is in the picture.

The name of this unit is y. Say it. y

You will find the sound for this unit in the word yoo'. Say yoo'. /yoo'/

The sound for y is /y/. Say it. /y/

(Write oo' on the board) Read these units. What unit is at the end? /oo'/, stop

(Erase oo' and write y) Read this unit. /y/

(Write yoo') Read the word now. /yoo'/

(Write yá) Read this syllable. /yá/

(Write yí) Read this word. Do the same kind of blending with other vowels that have been introduced earlier. /yí/

If this lesson is going too fast for students break it down, and follow the lessons in the book Ch'ał step by step.

ORAL LESSON 2:

THE SOUND OF j

Bá'ółta'í Ółta'í

(Writing activity in this lesson)

Listen to the initial sounds in each word as I am saying them.

jeeh

jiní

jooł

jaa'ii

jish

What sound did you hear at the beginning of each word. /j/

Yes, that sound is called j. Say j. j

(Hold up the j card) What is this a picture of? /jooł/

What is the initial sound of the word jooł? /j/

Get a piece of paper and a pencil. I am going to ask you to write a syllable and a separate unit.

First on your paper write /ji/. (check) ji íidooliił

On your paper, opposite the syllable /ji/, write /sh/. (check) sh íidooliił

At the bottom of your paper put all of the units together. (Check) Have children read the word. jish íidooliił

Read the first and second frame to yourself and circle the correct word in each frame.
Call on students to read orally.
Check each child's work.

Note: Át'į is introduced in context rather than át'é, where át'į is appropriate to the situation. You may want to discuss this change with the children

Díí Kii át'į.

Kii hał / ch'ał bee hóló.

Díí Baa' át'į.

Baa' ch'osh / hosh bee hóló.

Look at the bottom frame.
What is the sound of this unit?
What is the name of this unit?
If I say the word tłah, would the beginning sound be /y/? Tell me a word that begins with /y/.

y

Look at the top frame.
Who can read this word?
Everyone read the word.
What is yaa'?

yaa'

Look at the middle frame.
Circle the word Baa'.
Check.
Who can read the other word?
Who can read both words?
What do both words end with?
Why is Baa' capitalized?

Baa' yaa'

Look at the bottom frame.
Read the sentence and the two possible answers to yourself. Then circle the correct answer.
Call on students to read orally.

Díísh yaa' át'é? aoo'

nidaga'

13

14

Look at the top frame.
Read both sentences and circle the correct answer to each sentence.
Note: The teacher may want to do each sentence individually-emphasizing that both answers should be read before circling their choice.
Ask children to read orally.

Díísh Baa' át'į́? aoo'
nidaga'

Baa'
Kii yaa' bee hółǫ́.

Look at the middle frame.
What is the sound of this unit?
What is the name of this unit?

j

Look at the bottom frame.
Who can read this word?
Everyone read it.
What does jaa' mean?
Tell me another word that begins with the sound /j/.

jaa'

Look at the top frame.
Read the three words to yourself.
Who can read all three words?
How are the words the same?
How are they different?

Baa' yaa' jaa'

Look at the middle frame.
Read both sentences and circle the correct answers.
Check quickly.

Díish yaa' át'é? aoo' / nidaga'

Yaa' Baa' / jaa' bee hóló.

Look at the bottom frame.
Read the sentence.
Everyone read it.
Call on individuals to read.

Díí jaa' át'é.

Look at the top frame.
Read both sentences to yourself and select the correct answers.
Call on individuals to read orally.
Note: Continue to emphasize that oral reading should be like "talking".

Dii B____' át'į.

Baa' yaa' / jaa' bee hóló.

Look at the middle frame.
Who can read this word?
Everyone read it.

yoo'

Look at the bottom frame.
Circle the word yaa'.
Check quickly.
Who can read the other word?
Who can read both words?
What sound does both words begin with?

yaa' yoo'

Note: The teacher may choose whether to do the whole page or each frame individually.
Read the sentences and answers on this page and select the correct answers.
Check quickly.
Call on individuals to read orally.

* Dictation Activity.

Dictate the following words and ask students to write the unit that make the first sound.

1.	yaa'	y
2.	jaa'	j
3.	yoo'	y
4.	Baa'	B

Then repeat the words asking students to write the units that make the middle sound.

1.	yaa'	aa
2.	jaa'	aa
3.	yoo'	oo
4.	Baa'	aa

Note: If students add the unit stop, accept it as correct.

Díí yoo' át'é.

Kii yaa' / yoo' bee hóló.

Kii doo yaa' / yoo' bee hóló da.

Díí ____aa' át'é.

Díí yaa' / jaa' yoo' bee hóló.

ORAL LESSON 3:

THE SOUND OF áá

Bá'ólta'í

Ółta'í

Read á.

/á/

What is the name of this unit?

a deigo diits'a'ígíí

(Write áá) How many á's do you see? Why do you think it is written the way it is? The children may need help.

naaki a nineez dóó deigo diits'a'

The name of this unit is, a nineezgo deigo diits'a'ígíí. Say it.

a nineezgo deigo diits'a'ígíí

When you say bááh, you can hear the long and high a. Can you tell me some words that have the /áá/ sound? It can be at the beginning of a word, at the end or in the middle. Give children clues if they need help. Suggested words:

bááh

áádęę'

áádóó

náás

táá

t'áá

yááh

Wááshindoon

łáá'ii

When the teacher is through writing, the children can take turns underlining the unit áá.

ORAL LESSON 4:

THE SOUND OF ch

Bá'ółta'í — Ółta'í

(Hold up the ch card) Let students tell teacher what they see in the picture.

The unit ch has a sound. The sound is /ch/. Like when you say chizh, you hear it at the beginning of the word.

(Point to ch) What is the sound of this unit? — /ch/

The name of this unit is ch. Say ch. — ch

What is the beginning sound of the word chizh? — /ch/

Someone go to the board and write the unit /ch/. Everyone read the unit. — ch íídoolíił /ch/

(Point to ch again) Everyone read this unit. If I ask you what is the name of this unit what will you say? — ch

I would like for everyone to draw a picture of something that begins with /ch/.

I will help you write the name of what you have drawn when you're done.

ORAL LESSON 5:

THE SOUND OF óó

Bá'ółta'í Ółta'í

(Write o on the board) This is a unit.

Can someone read it? /o/

(Write oo) Look at this unit. Is this unit

a long o? aoo'

The sound for a long o is /oo/. Say /oo/. /oo/

(Write óó) The high tone mark on this unit

makes it high. You read it /óó/. Say /óó/. /óó/

The name of this unit is o nineezgo deigo

diits'a'ígíí.

(Point to óó) Everyone read this unit. /óó/

Listen to the beginning sound of the word

óólzin. What do you hear at the beginning

of the word? /óó/

Will someone go to the board and write /óó/.

Ask for a volunteer. óó íidoolíił

(Point to óó) Everyone read the unit. /óó/

I am going to say some words. When I say

a word that has the sound /óó/ tell me.

bááh

łóó' eidí

hóóyéé' eidí

sin

t'eesh

łóód eidí

ch'ał

hóózhǫǫd eidí

(Write k on the board) Read this unit. /k/

(Write kóó) Read this syllable. /kóó/

(Write shóó) Can someone read this word? /shóó/

If students can't read it, have them break it down. Ask them to sound the units sh and óó separately, and finally blend the units.

Look at the top frame.
Who can read this unit?
If no one can read it, then say the sound of this unit is /áá/, everyone say it. The name of the unit is a nineezgo deigo diits'a'ígíí.
Who can read it now?
Everybody read it.

áá

Look at the middle frame.
How many words are there?
Circle the word jaa'.
Check.
The second word is a new word, who can read it?
Everyone read it.
Who can read both words?
What sound does both words begin with?

jaa' jáád

Look at the bottom frame.
Read both sentences to yourself.
Circle the correct answer in the first one, and fill in the blank with the missing unit in the second sentence.
Check.
Call on individuals to read orally.

Díish jáád át'é? aoo' nidaga'

Aoo' díí ___áád át'é.

Look at the top frame.
Read the sentences and answers to yourself and circle the correct answer.
Check.
Call on individuals to read orally.

Dií ch'osh / hosh át'é.

Dií ch'osh jaa' / jáád bee hóló.

Look at the middle frame.
What sound does this unit make?
What is the name of this unit?
Everyone read this unit.

ch

Look at the bottom frame.
Who can read this word?
Call on each individual to read it.
What does the word chaa' mean?

chaa'

Look at the top frame.
Circle the word chaa'.
Check.
Who can read all the words?
Everybody read all the words together.
How do all the words end? /aa'/.

yaa' Baa' jaa' chaa'

Look at the middle and bottom frames.
Read the rest of the sentences on this page to yourself and choose the correct answers.
Check.
Call on individuals to read orally.

*Dictation Activity

On a sheet of paper write the units that make the middle sound as I read them.

1.	yaa'	aa
2.	jáád	áá
3.	yoo'	oo
4.	chaa'	aa

Now, this time write the whole word as I dictate it.

1. yaa'
2. yoo'
3. chaa'
4. jáád

Díí chaa' át'é.

Díísh chaa' át'é?

aoo'
nidaga'

Chaa' jaa' yaa' bee hóló.

Look at the top frame.
Read both sentences and circle the correct answer to each sentence.
Call on individuals to read orally like you are talking.

Dií chaa' / ch'ah át'é.

Chaa' yaa' / yoo' bee hóló.

Look at the middle frame.
Who can read this unit?
What is the name of this unit?
If students don't know the unit, then state the sound /óó/. Have everyone repeat. Tell them the name of the unit.
Then call on the group to read the unit.
Assist individuals where necessary.

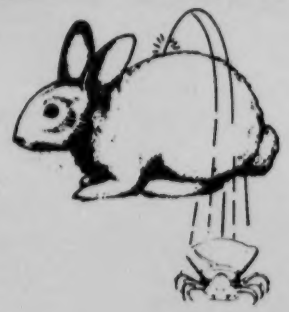
óó

Look at the bottom frame.
Who can read this word?
Everyone read it together.
How does the dóó end?
What is the name of the unit that makes the /óó/ sound?
Call on individuals to read the word.

dóó

Read on this page to yourself.
Circle the correct answers or fill in the blanks with the correct letters.
Check quickly.
Call on individuals to read like you are talking.

Note: Teachers may choose to have student read each frame individually.



Díí gah dóó yaa' át'é.

Gah yaa' / yoo' bee hóló.

Díí Baa' dóó Kii át'į.

Kii yaa' / jaa' bee hóló.

Baa' __oo' bee hóló.

Díí __aa' dóó jaa' át'é.

Chaa' y____' bee hóló.

Jaa' y____' doo bee hóló da.

Read the sentences on this page and fill in the missing letter.
Check.
Who can read all four sentences?
Call on others to read.

*Dictation Activity

On your paper write the following words as I say them. Listen carefully. I will say the words twice. You may spell the word orally as you write it.

1. jaa'
2. jáád
3. yaa'
4. chaa'
*5. Díí
*6. át'é

*Children may have problems with these words since they have not been used in dictation activities before. The teacher may have to "sound out" each unit.

I am going to dictate a sentence this time. I will repeat it twice. You may spell each word orally as you write it.
Check.
Remind students to begin with a capital and end with a period.
Díí jaa' át'é.

-24-

33

Díí __aa' át'é.

Díí __aa' át'é.

Díí __aa' át'é.

Díí __áád át'é.

12

39

Look at the top frame.
Read the sentence.
Everyone read it.
Call on individuals to read.

Díí tsin át'é.

Look at the second frame.
Who can read the first syllable?
Who can read the second syllable?
When we read both syllable together fast we have a new word.
Who can read both syllables fast?
Everyone read the syllables fast.

ni tsaa

Look at the third frame.
Who can read the word?
What does nitsaa mean?
We are now going to learn how to tell how many syllables there are in a word.
We are going to clap with the rhythm of the word. Follow me - clap as you say each syllable. Have children follow. Clap out nitsaa. How many syllables are there in nitsaa?

nitsaa

Look at the fourth frame.
Read the sentence to yourself.
Check.
Who wants to read the sentence orally?

Díí jaa' nitsaa.

Read the sentences on this page and fill in the missing letters and/or circle the correct answers.
Check.

Call on individuals to read.

*If students are having problems with the two syllable blend in nitsaa. You may want to work on this by having children clap out <u>other two syllable words</u> orally.

Some examples might be

ditą́
dik'ą́
nineez
nímaz
etc.

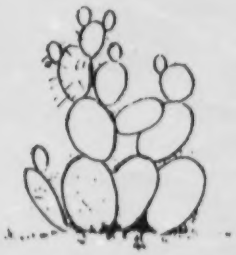
Then put nitsaa on the chalkboard and help students blend the two syllables independently, and have them say it rapidly.

Dii __aa' dóó ch'ah át'é.

___ah doo nitsaa da.

Díish hosh nitsaa? aoo' / nidaga'

Nidaga', díi hosh / ch'osh doo nitsaa da.



Dii hosh nitsaa.

Kii hał bee hóló.

Dii hał doo nitsaa da.

Read sentences on this page to yourself.
Fill in the missing units and circle the correct answers.
Check.

Call on individuals to read orally like talking.

*Dictation Activity

On a separate sheet, write the unit of the first sound of each word as I read them.

1.	hosh	h
2.	ch'osh	ch'
3.	ch'ał	ch'
4.	gah	g
5.	hał	h

Now write the unit that makes the last sound in the words:

1.	hał	ł
2.	ch'osh	sh
3.	gah	h
4.	hosh	sh
5.	ch'ał	ł

Note: Accept either answer for the second sentence in frame three.

Díish hosh át'é?

aoo'
nidaga'

Nidaga', díi ch'osh át'é.

Díi B____, dóó ch'ał át'į.

Díi ch'ał nits____.

Díi y____' dóó j____' át'é.

Díi yaa' / yoo' doo nitsaa da.

Díish gah nitsaa?

aoo'
nidaga'

Nidaga', díi gah doo ni_____ da.

ORAL LESSON 6:

THE SOUND OF k'

Bá'ółta'í Ółta'í

Let children look at the k' card. Talk about the picture with them, eventually ask them what they see in the picture. K'aalógii may be a new word to some of the students.

The name of the insect you see is k'aalógii. Say it. k'aalógii

What is the initial sound of the word k'aalógii? /k'/

(Write k') The sound of this unit is /k'/. Say it. /k'/

Then name of the unit is k stop. Say it. k stop

(Write t' on the board) Is k stop written something like this? Who can write k stop on the board? Help student if need to. aoo'

Listen to the following words and see what their initial sounds are:

k'os

k'é

k'iish

k'ǫǫzh

k'aa'

What did you hear at the beginning of each word? /k'/

What is the unit called? k stop

The teacher should continue the lesson.

Blending syllables would be a fine activity.

ORAL LESSON 7:

THE SOUND OF ą́

Bá'ółta'í Ółta'í

(Need pencils and paper for this activity)

(Write á on the board) Read this unit. /á/

(Write ą on the board) Read this unit. /ą/

(Write ą́) Read this unit. The children may need teacher's help. /ą́/

The sound of ą́ is /ą́/, like in the word dik'ą́.

Say dik'ą́. Now say /ą́/. Show students how to write it. /dik'ą́/ /ą́/

The name of this unit is a deigo diits'a' dóó háchįshtahjigo diits'a'ígíí.

Get a paper and pencil. I'll have you write two sounds. First write /á/. Next, write ą́. (Check)

What word has the k'ą́ sound? /dik'ą́/

I am going to say three words. You listen and tell me if you hear the sound /ą́/.

ditą́	eidí
są́	eidí
ashą́	eidí

Look at the top frame.
What is the name of this unit?
What is the sound of this unit?

k'

Look at the second frame.
Who can read this word?
Everyone read it.
What does k'aa' mean?

k'aa'

Read the sentences in the third and fourth frames to yourself.
Circle the correct answers and fill in the missing unit.
Check.

Dii k'aa' át'é.

Who can read all three sentences orally?
Call on others to read orally.

Díish Kii, k'aa' bee hóló? aoo' nidaga'

Aoo', Kii _aa' bee hóló.

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Look at the top frame.
What is the sound of this unit?
What is the name of this unit?
Someone read this unit.

á

Look at the second frame.
The sound of this unit is /ą́/.
Everyone repeat.
Listen to this word /dităą́/, what sound does it end with?
Look at the unit in your book, what sound does it make?
What is the name of this unit?

ą́

Look at the third frame.
Circle the unit that makes the /á/ sound.
What sound does the second unit make?
What is the name of the second unit?
Everyone read both units.

á ą́

Look at the bottom frame.
Who can read the first syllable?
Everyone read it.
Who can read the second syllable?
Everyone read it.
Who can read both syllables together rapidly.
Have everyone read.

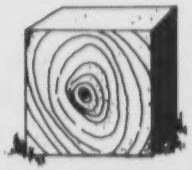
di k'ą́

The previous numbered page in the original document was blank.

Look at the top frame.
Who can read this word?
Everyone read it.
Let's clap out the syllables together.
How many syllables are there in the word?

dik'ą́

Read the rest of the sentences on this page to yourself.
Circle the correct answer and fill in the missing unit.
Check.
Call on individuals to read orally.



Díí tsin dik'ą́.

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Note: If children have trouble blending the two syllables in dik'ą́, repeat the activities suggested on page 26 of this guide.

Díísh jaa' át'é? aoo' / nidaga'

Díí jaa' dik'_́.

Díísh ch'ał dik'ą́? aoo' / nidaga'

Ch'ał yoo' / yaa' bee hóló.

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read orally.
Note: Students may have problems with ą́ą in frames 3 & 4. If they do put dik'ą́ and doo dik'ą́ą da on the chalkboard and read them together. Then isolate the ą́ą unit and discuss its sound and name.

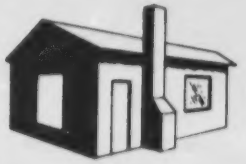
*Dictation Activity

On your paper, write the unit that makes the middle sound as I say the words.

1. hosh o
2. hał a
3. ch'ał a
4. ch'osh o
5. gah a

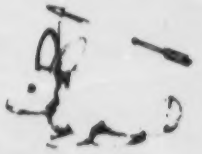
Now write the whole word as I say it. You may spell each word orally as you Write it.

1. hosh
2. hał
3. ch'ał
4. ch'osh
5. gah



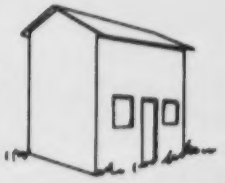
Díí sin / kin át'é.

Díí kin dik'ą́ dóó nitsaa.



Díí gah dik'ą́.

Gah yaa' / k'aa' bee hóló.



Díísh kin dik'ą́? aoo' / nidaga'

Nidaga', kin doo ___k'ą́ą da.

Díísh k'aa' dik'ą́? aoo' / nidaga'

Nidaga', k'aa' doo ___k'ą́ą da.

Look at the top frame.
Who can read the first syllable?
Who can read the second syllable?
Who can rapidly read the two syllables?
Everyone read both syllables together.

Look at the second frame.
Who can read the word?
Everyone read the word.
Let's clap out the syllables of the word together.
How many claps?
How many syllables are there in the word ditą́?

Look at the third frame.
Circle the word dik'ą́.
Who can read the other word?
Who can read both words?
Note: If individuals students have trouble blending, write both words on the board as follows: di k'ą́ di tą́

Assist children in reading the syllables, sliding one syllable into another.
Look at the bottom frame.
Read the sentence to yourself.
Call on individuals to read orally.

di tą́

ditą́

dik'ą́ ditą́

Díí tsin ditą́.

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read orally like talking.

*Dictation Activity
Write the following on the board.
Have students copy this on their paper.

1. ____tą́
2. ____k'ą́
3. ____tsaa
4. di____
5. di____
6. ni____

As I read the words fill in the missing syllables. ditą́, dik'ą́, nitsaa, dik'ą́, ditą́, nitsaa.
Now I am going to dictate two sentences, write the words as I say them. I will read each sentence twice.

1. Díí chaa' dik'ą́.
2. Díí hosh ditą́.

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Díí ch'ał dik'ą́. / ditą́.

Díish chaa' át'é? aoo' / nidaga'

Díí chaa' dit_'_ dóó nitsaa.

Díí chaa' dit_'_.

Chaa' k'aa' bee hóló.

Díí chaa' ditą́.

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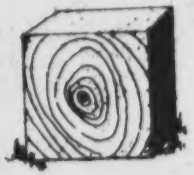
Read the sentences on this page to yourself.
Circle the correct answers.
Check.
Call on individuals to read orally.

Who can read and answer all the questions and sentences on this page?

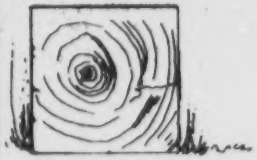


Díish tsin dik'ą́ dóó ditą́?

aoo'
nidaga'

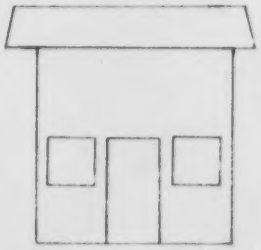
Díish k'aa' dik'ą́ dóó ditą́?

aoó'
nidaga'



Díí tsin

dik'ą́.
ditą́.



Díí kin nitsaa dóó

dik'ą́.
ditą́.

ORAL LESSON 8:

THE SOUND OF ts'

Bá'ólta'í Ółta'í

(Drawing paper, crayons and pencils are needed)

Show students the ts' card. Talk about the picture and let them bring up the word ts'í'ii.

What sound do you hear at the beginning of the word ts'í'ii? /ts'/

(Write ts' on the board) This is the way you write the unit that makes the sound /ts'/. Say /ts'/. /ts'/

(Point to ts') Read this unit. /ts'/

The name of this unit is ts stop. Say it. ts stop

(Write ts on the board) Read this unit. /ts/

If ts has a stop, how do you read it? /ts'/

(The children may need help)

Draw a picture of anything that begins with the sound /ts'/. When students are through label their pictures for them. List all the words on the board and have them read with teacher's help.

ORAL LESSON 9:

THE SOUND OF í and į

Bá'ólta'í Ółta'í

(Write i on the board) Read this unit. /i/

(Write í) This unit has a high tone. You read it /í/. Everyone read it. /í/

When I say the word íhoo'aah, what sound do you hear at the beginning of the word? /í/

Let's list some words that begin with í. Then we'll read them together. Suggested words are as follow:

ídlį

íhoosh'aah

ídiiljeehí

ídzá

I am going to write a word that begins with b. (Write b on the board) Then I'll add í. Read the word. /bí/

Give me another short word with í. /shí/

/ní/

etc.

What is the sound for í? /í/

(Write į on the board) I put a nasal mark under this unit so the sound will change to /į/. Everyone say /į/. /į/

(Point to į) The name of this unit is i deigo diits'a' dóó háchįshtahjigo diits'a'igíi.

Someone come to the board and write į.

(Call on a student) Now everyone read the unit. /į/

If I say the word yit'į, do you hear the sound /į/? aoo'

I am going to write some syllables on the board and you read them as I write them.

lį

łį

tį

shį

tsį

atsį'

Look at the top frame.
What is the sound of this unit?
What is the name of this unit?
Everyone read this unit.

ts'

Look at the second frame.
Who can read this word?
Everyone read.
What does ts'aa' mean?
Who has one at home?

ts'aa'

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Look at the third and fourth frames.
Read the sentences in these two frames.
to yourself.
Circle the correct answers and fill in
the missing unit.
Check.
Call on individuals to read orally like
talking.

Díí ts'aa' át'é.

Díísh ts'aa' nitsaa?

aoo'

nidaga'

Aoo', díí ____aa' nitsaa.

Read the sentences in frames, 1, 2, and 3 to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read orally.
(Encourage children to read like talking)

Díí chaa' ditą́.
diką́.

Díí chaa' ____aa' bee hółǫ́.

Díísh ts'aa' nitsaa? aoo'
nidaga'

Nidaga', díí ts'aa' doo nitsaa da.

Baa', chaa' dóó ____aa' bee hółǫ́.

Baa'ísh yaa' bee hółǫ́? aoo'
nidaga'

ts'in

63

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Look at the bottom frame.
Who can read this word?
Everyone read it.
What does ts'in mean?

63

Look at the top frame.
Circle the word tsin.
Check.
What is the first word?
What is the last word?
Who can read all three words?
Everyone read all three words.

Read the sentences in the next three frames.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read orally.

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sin tsin ts'in

Díí ch'ał ditą.
dik'ą.

Díí ch'ał ts'in bee hóló.

Díí ts'in át'é.

Díí ___in dóó ___aa' át'é.

___in dóó ___aa' doo dik'ąą da.

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read orally.

*Dictation Activity

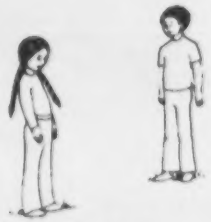
Write the following words as I say them. You may spell them orally as you write. I will repeat each word.

1. k'aa'
2. ts'aa'
3. ts'ın
4. tsın
5. sın

Now I am going to dictate two sentences, you write each word as I say it. You may spell orally as you write. I will repeat each sentence.

1. Díí ts'aa' nitsaa.
2. Díí ts'ın ditą́.

72



Díish Kii dóó Baa' át'íʔ? aoo' nidaga'

Kii dóó Baa'ísh dik'ǫ́? aoo' nidaga'

Baa'ísh ts'in dóó k'aa' bee hóló? aoo' nidaga'

Díish k'aa' dik'ǫ́? aoo' nidaga'

Díí gah dik'ǫ́ ditą́

G___ch' ___bee hóló.

Díí ts'___ át'é.

Díí j___' nitsaa.

73

*Write the unit /į/ on the board.
What sound does the word nilį end with.
Everyone say /į/.
Pointing to the board: What sound does this unit make? /į/
What is the name of this unit?
Look at the top frame.
Who can read the first unit? /ł/
Who can read the first syllable? (nish)
Who can read the second syllable? (łį)
Everyone read the first and second syllables. (nish) (łį)
Who can read the whole word?
Let's clap out the word.
How many claps? (two)
How many syllables?
What does the word nishłį mean?
Read the sentences on the rest of the page to yourself.
Circle the correct answers and fill in the missing unit.
Check.
Call on students to read orally.

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7.į

ł nish łį nishłį

Kii nishłį.

Kii chaa'
ts'aa' bee hólǫ.

Kiish nishłį? aoo'
nidaga'

Doo Kii át'įį da, B___' át'į.

Díish ts'aa' nitsaa? aoo'
nidaga'

Aoo', ts'aa' nitsaa.

75

Read the sentences on this page to yourself.
Circle the correct answers.
Check.
Call on individuals to read orally.

Note: If students have problems blending the syllables in nishłį, use the activities suggested on page 26 and 36 of this guide.

Yaa'
Yoo'
nishłį.

Chaa'
Jaa'
nishłį.

Ts'in
Ts'aa'
nishłį.

Tsin
Ts'in
nishłį.

Look at the top frame.
Everyone read the first unit?
Who can read the word next to it?
Everyone read it.
What does shee mean?
(This requires more explanation, since this word has no concrete meaning).

Read the sentences on the rest of this page to yourself.
Circle the correct answers.
Check.
Call on individuals to read orally.
Emphasize reading like talking.

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sh shee

Ch'ał nishłį.

Ch'osh shee hółǫ́.

Ch'ał
Ch'ah nishłį.

Kin shee hółǫ́.

Ts'aa' nishłį.

Yaa'
Jaa' shee hółǫ́.

79

Look at the top frame.
Who can read this word?
Everyone read it.
What does shí mean?

shí

Look at the second frame.
Circle the word shee.
Check.
What is the other word?
Who can read both words?

shee shí

-67-

Look at the last two frames.
Read the sentences in the next two frames to yourself.
Circle the correct answers and fill in the missing units.
Check.

Shí ts'aa' / chaa' nishłį.

Díí shikin át'é.

Call on individuals to read orally.

Shí ts'aa' nish____.

Díí ts'aa' / jaa' nitsaa.

Read the sentences and answers on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read orally.

*Dictation Activity

Write the following on the board.

1.	____tsaa	5.	nish____
2.	____k'ą́	6.	di _____
3.	____tą́	7.	ni _____
4.	____łį́	8.	di _____

Tell students to copy this on a sheet of paper.
I will say each word twice, you fill in the missing units.

1.	nitsaa	5.	nishłį́
2.	dik'ą́	6.	ditą́
3.	ditą́	7.	nitsaa
4.	nishłį́	8.	dik'ą́

Now I am going to dictate two sentences. Listen carefully. I will repeat the sentences. You may spell the word orally as you write them.

1. Chaa' nishłį́.
2. Díí k'aa' doo dik'ą́ą da.

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Shi Baa'_____łį́.

Díí shik'a' dóó shits'aa' át'é.

Díish Baa' át'į́? aoo' / nidaga'

Baa'ish ts'aa' dóó k'aa' bee hóló́? aoo' / nidaga'

Shíish chaa' nishłį́? aoo' / nidaga'

Hosh sh____ hóló́, doo dik'ą́ą da.

Shí ts'in _____łį́.

Díish ts'in k'aa' bee hóló́? aoo' / nidaga'

83

ORAL LESSON 10:

THE SOUND OF z

Bá'ólta'í — Ółta'í

(Write z on the board) This unit is called z. Say it. — z

The sound of the unit z is /z/. Say it. — /z/

I am going to say some words. If a word begins with the sound /z/, tell me.

zas — eidí

zahalánii — eidí

jooł

zéédéełdoi — eidí

yoo'

(Write zas, zahalánii and zéédéełdoi on the board) Someone underline the unit z in each of the words. Then we will read the words together.

(Write yooznah on the board) Look at this word. Is the unit z at the beginning of the word? Where is it? — nidaga' ałníi'gi

Continue with another activity.

ORAL LESSON 11:

THE SOUND OF m

Bá'ólta'í	Ółta'í
(Hold up the m card) The animal you see in the picture is what?	magí
When I say magí, what do you hear at the beginning of the word?	/m/
Yes, that sound is called m. Say m.	m
What is the sound for m?	/m/

What are some of the words that start with /m/? Have children give you a few words.

Continue the lesson. Blending m with vowels that have been introduced earlier would be a fine activity.

Look at the top frame.
What is the name of this unit?
What is the sound of this unit?
Everybody read the unit.

z

Look at the second frame.
Circle the unit that makes the /s/ sound.
What sound does the other unit make?
What is the name of the first unit?
What is the name of the second unit?
Who can read both units?

s z

Look at the third frame.
Who can read this word?
Call on individuals to read it.
What does zas mean?
Explain that in certain parts of the reservation it is the common word for snow.

zas

Look at the bottom frame.
Read the sentence to yourself.
Call on individuals to read orally.

Dií zas át'é.

Read the sentences in the first three frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Who can read the sentences in the first frame orally?

Who can read the sentences in the second frame orally?
Who can read the sentences in the third frame orally?

Look at the bottom frame.
Who can read this word?
Everyone read it.
What does neez mean?
(Discuss the meaning of the stem neez).

Zasísh hólǫ́? aoo' / nidaga'

Nidaga', doo ___as hólǫ́ǫ da.

Díísh Kii át'į́? aoo' / nidaga'

Kii ___as bee hólǫ́.

Díí shik'a' dóó shits'aa' át'é.

Baa'ísh zas bee hólǫ́? aoo' / nidaga'

neez

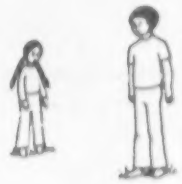
Look at the top frame.
You see two syllables.
Who can read the first syllable?
Everyone read it.
Who can read the second syllable?
Who can read both syllables?
Everyone read both syllables.

Look at the second frame.
Who can read this word?
Everyone read it.
Let's clap out the syllables.
How many claps?
How many syllables are there in the word.
What is the first syllable?
What is the second syllable?
Everyone read the word.

Read the sentences in frames three and four to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read.

ni neez

nineez



Díish Baa' dóó Kii át'į? aoo' nidaga'

Kii ninee__.

Baa'ísh nineez? aoo' nidaga'

Díi ts'in nineez.

Díish ts'in dik'ǫ́? aoo' nidaga'

Read the sentences on this page to yourself.
Circle the correct answer and fill in the missing units.
Check.
Call on individuals to read orally.

If students have problems blending the two syllables in nineez, write the following on the board.

ni neez
nineez

Have students read the individual syllables. Then using a pointer move it under the syllables.
Have students read as the teacher moves the pointer. Then move the pointer under the word slowly at first, then more rapidly until students blend the word.

Other two syllables words previously introduced such as ditą́, dikǫ́, nishłį́, etc., can be used if needed to be in this activity.

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Díí chąą' ninee___.

Díí jáád ni_____.

Díí tsin ___neez dóó zas nitsaa.

aoo'

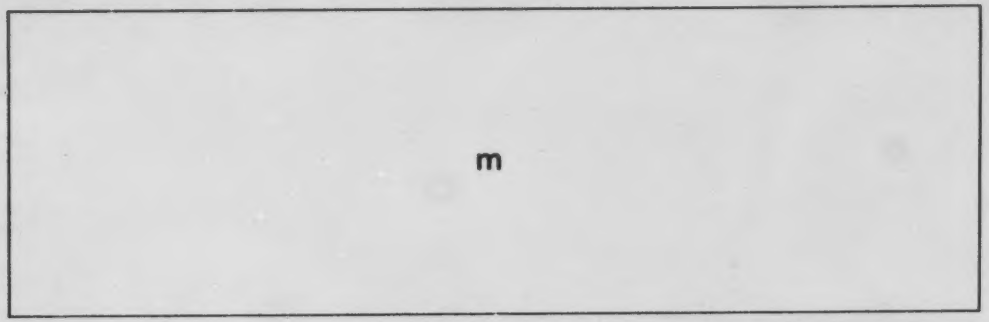
K'aa'ísh nishłį́?

nidaga'

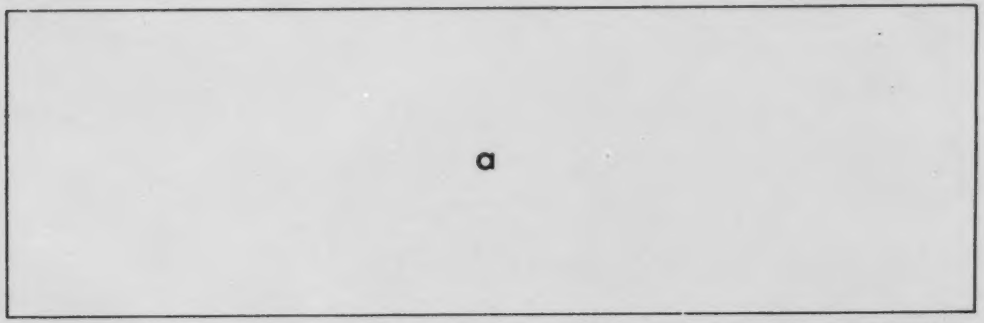
Díí k'aa' ___neez.

93

Look at the top frame.
What is the name of this unit?
What is the sound of this unit?
Can someone read this unit?

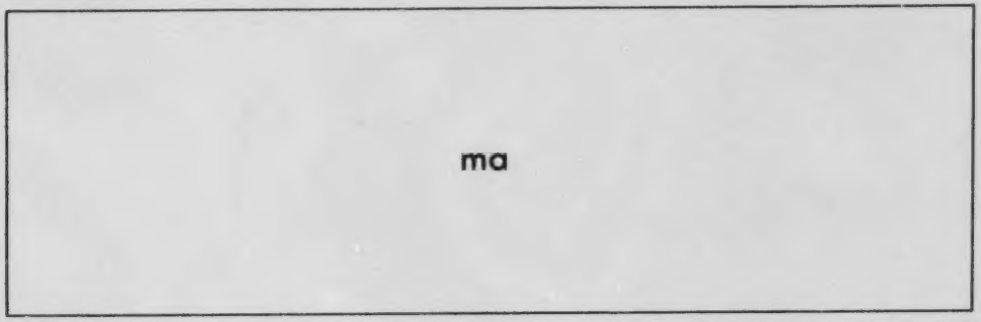


Look at the second frame.
What is the sound of this unit?
What is the name of this unit?
Call on someone to read the unit.



-57-

Look at the third frame.
Who can read this syllable?
What sound does the syllable begin with?



Look at the bottom frame.
Look at the first syllable.
Who can read this syllable?
(If there are problems, write ma on the board and analyze it, i.e., what sound it begins with, what sound it ends with, etc.)
Look at the word (ma'ii).
Who can read this word?
Let's clap out the word as we read it.
How many syllables are there in the word?

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Who wants to read the first frame?
Who wants to read the second frame?
Who wants to read the third frame?
Who wants to read the bottom frame?

*Dictation Activity

I am going to dictate some words. You may spell the words orally as you write them.

1. nineez
2. mą'ii
3. nitsaa
4. dik'ą́
5. nishłį́

Now I am going to dictate two sentences. You may spell the word as you write it.

1. Ma'ii nineez.
2. Díí ma'ii doo nitsaa da.

Ma'ii nishłį́.

Díí ___ a'ii ts'in bee hóló.

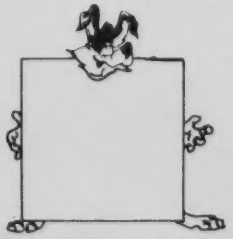
Díí ___ a'ii doo nineez da.

Ma'___ nishłį́.

Díí shich'ah át'é.

Ma'iish ch'ah bee hóló?

aoo'
nidaga'



Díí ma'ii

dik'ą́.
ditą́.

Díish ma'ii nineez?

aoo'
nidaga'

This page and page 40 are test pages.
Read these pages to yourself.
Read each sentence carefully then circle the correct answer or fill in the missing unit(s).
When you are finished go back and check over your work.

Ask students to read the last frame orally at the time the test is corrected. This will give you an opportunity to listen to the student's reading rhythm and application of decoding skills. More than the last frame maybe used in this assessment.

Dií Baa' / Kii át'į.

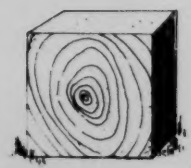
Baa yaa' / yoo' bee hóló.

Díish jáád át'é? aoo' / nidaga'

Nidaga', dií jaa' / jáád át'é.

Chaa'ísh nishłį? aoo' / nidaga'

Dií chaa'____ tsaa.



Dií tsin dik'ą́ dóó ditą́.

Continue test.

There are 14 possible correct answers in this test, if students achieve 80% or more they should move on to the next section. If students achieve less than 80% they should repeat this section.

Scale

no. correct	%
14	100%
13	93%
12	86%
11	79%

Díish ts'aa' dóó k'aa' át'é?

aoo'

nidaga'

Díish ts'aa' dóó k'aa' dik'ą́?

aoo'

nidaga'

Dii ____in dóó ____aa' át'é.

Díish ts'in nineez?

aoo'

nidaga'

Shí chaa' nish_____.

Dií chaa' nineez, doo

dik'ą́ą da.

ditą́ą da.

Ma'iish nishłį́?

aoo'

nidaga'

Look at the top frame.
Who can read this word?
Everyone read it.
What does bi mean?

bi

Look at the second frame.
Circle the word bits'aa'.
Check.
What is the first word?
What is the last word?
Who can read all three words?

bijaa' bits'aa' bichaa'

-61-

Look at the third and fourth frames.
Read the sentences in the last two frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read orally.

Ma'iish nishłį? aoo' nidaga'

Díí shihał át'é.

Ma'ii bihał ___neez.

Díish ma'ii bihał át'é? aoo' nidaga'

Aoo', díí ___'ii bihał át'é.

Look at the top frame.
Who can read this word?
If students have problems put magí on the board in syllables, use the activities suggested on pages 26, 36, and 56 of this guide.

Read the sentences in the next three frames to yourself.
Circle the correct answers.
Check.
Call on individuals to read orally.

*Dictation Activity

I am going to dictate some words to you. You can spell the words orally as you write them.

1. ma'ii
2. magí
3. nitsaa
4. nishłį
5. bich'ah

Now I am going to dictate two sentences again. You may spell the words to yourself as I dictate them.

1. Díí magí nineez.
2. Díí ma'ii doo nitsaa da.

magí

Magí nishłį.

Díí ma'ii / magí át'é.

Díí ma'ii / magí doo nitsaa da.

Díísh ma'ii bich'ah át'é? aoo' / nidaga'

Díísh magí bich'ah nineez? aoo' / nidaga'

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Note: From this point on, most of the sentences in this text will contain many, two syllable words. This may present some difficulty for the children. The teacher should have students read orally often and encourage children to read like talking. If students continue to have problems blending two syllable words, the teacher should plan a short syllable blending activity each day. The primary purpose of these activities should be to assist students, to read the syllables fast enough so that by the time they have read the last syllable, they still remember the first syllable, and then mentally both syllables are blended into one word. Activities suggested earlier in the guide can be used, but the teacher will need to develop her own activities.

Note: K'aa' changes to k'a' in the bik'a' environment. This occurs naturally in the language. The teacher may or may not want to point this change out to the children. It is a very abstract concept and probably should not be discussed unless children brings up the change.

Magí bits'aa' nishłį.

Díísh magí bits'aa' nitsaa? aoo' nidaga'

Díí magí bik'a' hóló.

Ma'iish doo bik'a' hóló da? aoo' nidaga'

Díísh magí nineez? aoo' nidaga'

Díí ____gí bijáád nineez. aoo' nidaga'

Look at the top frame.
Who can read the first syllable?
Who can read the second syllable?
Everyone read the first syllable, now the second syllable.

ní maz

Look at the second frame.
Who can read this word?
Everyone read it.
What does nímaz mean?

nímaz

-64-

Read the sentences in the third frame and the bottom frame to yourself.
Circle the correct answers and fill in the missing units.
Check.

Díish chaa' nímaz? aoo' nidaga'

Nidaga', chaa' doo ___'maz da.

Chaa'ísh nímaz? aoo' nidaga'

Call on individuals to read orally.

Díish magí nineez? aoo' nidaga'

Magíish yoo' bee hóló? aoo' nidaga'

Magíish nímaz? aoo' nidaga'

ORAL LESSON 12:

THE SOUND OF ai and ái

Bá'ółta'í — Ółta'í

(Write ai and ái on the board) These two units look alike, but one has high tone mark. What does the high tone mark mean? — deigo diits'a'

(Point to ai) The name of this unit is ai. Say it. — ai

The sound for ai is /ai/. Say it. Repeat. — /ai/

Listen to the word hai. Do you hear /ai/ when I say hai? — aoo'

(Write k) Read this unit. — /k/

(Write kai) Read this syllable. — /kai/

(Write nakai) Read this word. — /nakai/

(Teacher may write the syllables separate, then blend them together to form the words).

Continue the same kind of activity with words like yikai, halgai, and k'ai'.

You have learned how to read the unit ai. Let's put high tone mark on it. How do you read it? — /ái/

The name of this unit is ai deigo diits'a'ígíi.

The sound of the unit áí is /áí/.

Everyone say /áí/.

When I say the word <u>háí</u>, do you hear the sound /áí/?

Let me say the word again. /Háí/.

What sound do you hear at the beginning of the word? /h/

(Write háí on the board) Read this word now. /háí/

Someone go to the board and write the sound /áí/. Everybody read what's on the board. áí íídoolíił /áí/

Let's leave áí on the board and have someone add one letter to it, to make the word <u>háí</u>. Ask for a volunteer. háí íídoolíił

Continue with the same activity, maybe using the word háísh.

ORAL LESSON 13:

THE SOUND OF ei and éí

Bá'ółta'í Ółta'í

(Write ei) This unit reads /ei/. Say /ei/. /ei/

When I say, "Ei shízhi'." or "Ei dooda."
I used that sound that I just wrote.

What is the sound for d? /d/

If I put d and ei together, it
will read dei. Say it. /dei/

(Write deigo on the board and cover go)
Let's read this syllable. /dei/

(This time cover dei) Read this syllable. /go/

Read the whole word now. /deigo/

Continue with the blending activity. Use
short words like ákódei, deiyą́ and eidí.

When I put high tone mark on ei, it does what? deigo diits'a' silį́į́'

Yes, like the word séí, do you hear the
sound /éí/? aoo'

Continue the activity. Use short words like
ajéí, bijéí and hak'éí.

Note: The unit ąą is not introduced. This
sound comes natural for the native speakers
in the environment it is used in the reader.

ORAL LESSON 14:

THE SOUND OF zh

Bá'ółta'í Ółta'í

(Show the zh card to the children and talk about it) Zhéí is a card that is usually used in a card game.

(Write zh on the board) This is also a unit, and its name is zh. Say it. zh.

The sound for this unit is /zh/. When I say /zh/, am I reading it? aoo'

When I say the word zhéí, do you hear /zh/ at the beginning of the word? aoo'

Now tell me some words that have that sound. I'll write them on the board. (Let students underline zh) Suggested words are:

nizhóní

hózhǫ́

azhé'é

yilzhóólí

shaazh

naalzheeh

hoolzhish

shízhi'

Do any of the words on the board begin with zh? nidaga'

Teacher should add a blending activity with this lesson.

Note: The unit ¡¡ is not introduced, because this sound comes natural for native speakers in the environment that is used in the reader.

Look at the top frame.
How many units do you see?
The sound of the first unit is the sound that you hear at the end of the word hai.
What is that sound?
Everyone say /ai/.
The name of this unit is ai.
What is its sound?
The second unit makes the sound /ái/.
Everyone repeat /ái/.
The name of this unit is ai deigo diits'aa'ígíí.
What sound does high ai make?
Everyone repeat /ái/.
Look at the second frame.
How many words do you see?
Who can read the first word?
Everyone read it.
Who can read the second word?
Everyone read it.
Call on individuals to read both words.
What does háish mean - discuss this since the meaning is abstract.
Read the sentences in the last two frames to yourself and circle the correct answers.
Check.
Call on individuals to read orally.
Note: The word ádin is introduced in the third frame. If students have problems decoding it, take time to write it on the board and break it down.

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ai áí

hái háish

Háish yoo' bee hóló? Baa' / Kii

Yoo'ísh nineez? aoo' / nidaga'

Kiish yoo' bee hóló? aoo' / nidaga'

Háish yoo' bee ádin? Kii / Baa'

Háish nineez dóó doo nímaz da? ts'aa' / k'aa'

K'aa' nímaz / nineez, doo nímaz da.

Ts'aa' / K'aa' nímaz, doo nineez da.

Note: Two words (ní and hóla) are introduced in context rather than isolation. The teacher may want to put the words on the chalkboard and discuss them.
The teacher may let students read the page first silently and orally. If the students have no problems decoding or understanding the words then continue on. If they have problems then take time to discuss the words.
Read the sentences on this page to yourself.
Circle the correct answers.
Check.
Call on individuals to read orally.

*Dictation Activity

I will dictate five words.
Write them as I say them.
You may spell the word orally as you write them.

1. nineez
2. nímaz
3. háish
4. dik'ą́
5. ní

Now I am going to dictate two sentences.

1. Háish bich'ah nímaz?
2. Ch'ał shich'ah hóló ni.

Háish bich'ah hóló? ch'ał / Kii

Baa'ish bich'ah hóló? aoo' / nidaga'

Ch'ał shich'ah / shichaa' hóló, ní.

Háish yoo' bee hóló? Kii / Baa'

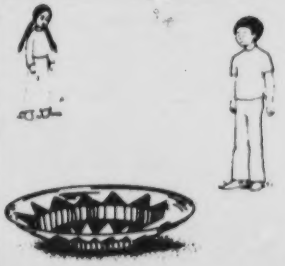
Háish nineez? ts'aa' / k'aa'

Háish nímaz? k'aa' / ts'aa'

Háish bich'ah hóló? chaa' / ch'ał

Háish yoo' bee ádin? Kii / Baa'

Háish shich'ah hóló, ní? Baa' / ch'ał



Háish nímaz? ts'aa' / k'aa'

Háish dik'ą́? ts'aa' / hóla

Háish nineez? Kii / Baa'

Read the sentences in the first two frames.
Circle the correct answers and fill in the missing units.
Check.
Who wants to read the first frame?
Who wants to read the second frame?

Díísh hái yoo' bí? Baa' / Kii

Díí Baa' biyo' / biya' nineez.

Hái___ biyo' nineez, ní Kii.

Háísh bich'ah hóló? ch'ał / ts'aa'

Shich'ah hóló, ní, ch'ał / chaa'.

Look at the third frame.
What is the sound of this unit?
What is the name of this unit?
Someone read this unit.

oo

Look at the bottom frame.
Who can read this word?
Everyone read it.
What does the word joo ł mean?

joo ł

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Who can read the first frame?
Who can read the second frame?
Who can read the third frame?
Who can read the last frame?

*Dictation Activity

I will dictate a list of 10 words. You may spell each word orally as you write it.

1. hóló
2. jooł
3. adin
4. hóla
5. háish
6. át'é
7. ní
8. ch'ał
9. chaa'
10. yaa'

121

Díí jooł nímaz, doo nineez da.

Díí jooł doo nineez da,
dóó doo dik'ą́ą da.

Kii bijooł át'é.

Díí shij___ł át'é, ní Kii.

Shí shi___ł ádin, ní Baa'.

Joołísh nímaz? aoo' / nidaga'

Háish bijooł hóló? Baa' / Kii

Háish bijooł ádin? Kii / Baa'

Kii bijooł nímaz. / nineez.

Yaa' / Kii bijooł nímaz.

Yaa' shijooł ádin, ní.

Háish bijooł nímaz? Baa' / Kii

Háish bijooł dik'ą́? hóla / Kii

Look at the top frame.
How many units do you see?
The sound of the first unit is /ei/.
Everyone repeat /ei/.
What is the sound of the first unit?
The name of this unit is ei.
Everyone repeat ei.
What is the sound of the unit ei?
The sound of the second unit is /éi/.
Everyone say it.
The name of this unit is ei deigo diits'a'ígíí.
Look at the second frame.
Who can read this word?
What is the first sound?
What is the last sound?
Everyone read the word.
What does séí mean?
Look at the third frame.
Who can read this word?
Everyone read it.
Let's clap out the syllables as we say the word.
How many syllables are there?
What does ajéí mean?
Look at the bottom frame.
Read the two sentences to yourself and fill in the missing unit.
Check.
Call on individuals to read orally.

-74-

123

ei éí

séí

ajéí

Díí ch'ał séí bee hóló.

Ch'ał dóó s_ át'é.

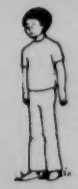
124

Note: The word lá is introduced in context on this page. The teacher may want to introduce the word on the board or let the children decode the word in context, and only discuss it if children have problems decoding or understanding it.
Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read each frame.
In answering question 3, in frame 3, the children may have to refer back to the previous page.

*Dictation Activity

I am going to dictate three sentences. I will read the sentences slowly twice. You may spell the words orally as you write them.

1. Díí shich'ah át'é, ní Kii.
2. Díí jooł nímaz.
3. Shí shijooł ádin, ní Baa'.



Kii éí jooł shí, ní.

Baa'
Háish jooł bí?
Kii

Shij ____ł nímaz doo dik'ąą da, ní.

Díí ch'ał bijéí hóló.

Ch'ał bi__éí nitsaa lá.

Jooł éí bij__' ádin.

Háish bijéí nitsaa? jooł / ch'ał

Háish bijéí ádin? ch'ał / jooł

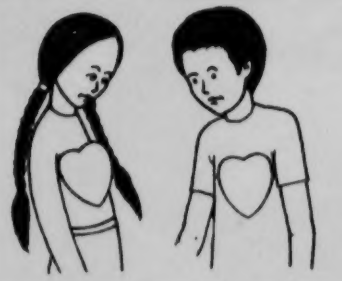
Háish séí bee hóló. chaa' / ch'ał

Joołish séí bee hóló? aoo' / nidaga'

Chaa'ish séí bee hóló? aoo' / nidaga'

Ch'ałish bijéí hóló? aoo' / nidaga'

Read the sentences in the first two frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read orally.



Baa' dóó Kii bij__' hóló.

Baa' bi__éí doo nitsaa da.

Kii bij__' dó' doo nitsaa da.

Háish bijéí nitsaa? Kii / ch'ał

Háish séí bee hóló? ch'ał / Baa'

Háish bijéí doo nitsaa da? Baa' / chał

-76-

*New Activity

Look at the third frame.
Read each sentence, then draw a line to the picture the sentence tells about.
Check.
Who wants to read the sentences in this frame?

Háish ajéí át'é?

Háish éí séí át'é?

Háish éí jooł át'é?

Look at the bottom frame.
What is the name of this unit?
What is the sound of this unit?
Read the unit.
Someone tell me a word that has the sound /zh/.

127

zh

123

Look at the top frame.
Who can read this syllable?
Everyone read it.

aazh

Look at the second frame.
Who can read this word?
Call on individuals to read it.
What does the word shaazh mean?
(a knot)

shaazh

-77-

Read the sentences in the last two frames to yourself.
Circle the correct answers or draw a line to the correct picture.
Check.
Call on individuals to read.

Díí shaazh át'é.

Díí shaazh nímaz, doo nineez da.

Díí éí yoo' shaazh.

Note: Make sure students have drawn a line to shaazh. (a knot)

Háísh éí shaazh wolyé?

Magí / Yoo' éí shaazh bee ádin.

Yoo' éí shaazh / zhaazh lá.

Read the sentences in the first two frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Who will read the first frame orally?

Doo yoo' shaa____da, ní Kii.

Shí éí sh____shee ádin, ní magí

Háish doo shaazh da?

Who will read the second frame orally?

Yaa'ish shaazh bee hóló? aoo' nidaga'

Shaazhísh nímaz? aoo' nidaga'

Shaazhísh nitsaa? nidaga' 'aoo'

-78-

Look at the third frame.
Who can read this syllable?
Everyone read it.

zhí

Look at the bottom frame.
Who can read this word?
(If students have problems write it on the board in syllabic form)
Everyone read it.
Let's clap out the syllables as we read it.
How many syllables are there?
What does the word yázhí mean?

yázhí

132

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Note: If students have problems filling all the units take time to copy a frame on the chalkboard and work through it together.
Who wants to read the first frame?
Who wants to read the second frame?
Who wants to read the third frame?
Who wants to read the fourth frame?

*Dictation Activity

I am going to dictate five words and two sentences. You may spell the words orally to yourself as you write them.

1. nishłį
2. nineez
3. shaazh
4. nímaz
5. yázhí

1. Magí yázhí nishłį.
2. Magí éí bijaa' shaazh.

Note: The word nishłį is changed in the environment doo.....nishlį́da. This change is a natural occurance in the language. Unless children note the change no discussion is necessary.

Magí nishłį.

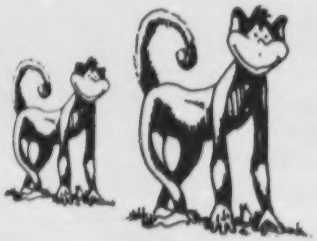
Shiyázhí éí hóló.

Shiyázhí bijaa' yázhí.

Shí éí magí yá___' nishłį.

Shijaa'ísh nineez? nidaga' / aoo'

Shijáád dó', doo nineez da.



Magí yázhí shiy'___' át'é.

Jaa' yázhí nishłį, ní shi___'zhí.

Shiyá___í doo nineez da.

Shí éí shijáád ___neez.

Doo magí y_'_zh_' nishłįį da.

Shijaa' dó' ni_____.

Read the sentences in the first two frames.
Circle the correct answers and fill in the missing units.
For the last two sentences in the second frame, draw a line from each sentence to the picture each sentence tells about.
Check.
Call on individuals to read orally.

Shiyo' éí sh_____.
Shiyá___í éí doo bijaa' shaazh da.

Háish biyo' shaazh?
magí
ma'ii

Háish biyo' doo shaazh da?
magí
ma'ii

Háish magí yázhí át'é?
Háish biyázhí hóló?

Look at the third frame.
Circle the syllable /chi/.
Check.
What is the last unit?

chi zh

Look at the bottom frame.
Who can read this word?
Everyone read it.
What does the word chizh mean?

chizh

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Who can read the first frame orally?
Who can read the second frame orally?
Who can read the third frame orally?
Who can read the fourth frame orally?
Note: Continue to encourage children to read like talking. If students still have problems blending syllables, continue the activities suggested earlier in this guide. Spend a few minutes each day clapping out the syllables of words already introduced.

*Dictation Activity

I am going to dictate three sentences. You may spell the words orally to yourself as you write them.

1. Ma'ii jooł dóó k'aa' bee hóló.
2. Ma'ii bijaa' doo shaazh da.
3. Magí yázhí bijáád doo nineez da.

Note: The word danineez is introduced in context. If children have difficulty decoding the word, write in syllables on the board. Then blend the syllables together slowly at first then more rapidly.

Kii dóó Baa' bichizh hóló.

Chaa' dó' shichi____ hóló, ní.

Háish shichizh hóló ní? chaa' / magí

Kii dóó Baa' chizh / chaa' bee hóló.

Chaa' chizh / k'aa' bee hóló.

Ch'ał éí bichi____ ádin.

Háish bichizh ádin? chaa' / ch'ał

Chaa'ísh chizh bee hóló? aoo' / nidaga'

Chizh / Chaa' dóó Baa' chizh bee hóló.

Dií chizh yázhí át'é, doo danineez da.

Baa' dóó Kii bichaa' / bichizh yázhí át'é.

Ch'alísh chizh yázhí bee hóló? aoo' / nidaga'

ORAL LESSON 15:

THE SOUND OF w

Bá'ółta'í Ółta'í

(Hold up the w card) Let the children name what is in the picture.

The word wóláchíí' begins with the sound /w/. Say the sound. /w/

(Write w) This is the way you write /w/.

The name of this unit is w. Say w. w

What is the sound for the unit w? /w/

If I say w, am I reading the unit? nidaga'

What are some of the words that begin with /w/ besides wóláchíí'?

Suggested words are as follow:

woo'

waa'

wódah

wólta'

wolyé

wólázhiní

Continue with a blending activity.

ORAL LESSON 16:

THE SOUND OF gh

Bá'ółta'í Ółta'í

(Hold up the gh picture for the children)
Let them tell you what animal is in the picture.

The beginning sound of the word ghąą'ask'idii is /gh/. Say it. /gh/

The name of this unit is gh. To make the /gh/ sound, you have to write the two letters together.

(Point to gh) What is the name of this unit? gh

What is the sound for gh? /gh/

Lets put some sound together with /gh/. If I add a to gh, how will it sound? /gha/

What if I add aa to gh, how would you read it? /ghaa/

(Write agh on the board) Read this. /agh/

(Write aghaa') Read this. /aghaa'/

(Write aghaan) Read this nonsense word. /aghaan/

Write the following words on the board and let students underline gh and say the sound:

hooghan /gh/

ghąąjį' /gh/

aghaa'	/gh/
naaghá	/gh/
nighan	/gh/

ORAL LESSON 17:

THE SOUND OF kw

Bá'ółta'í Ółta'í

Show the kw card to the children and have them tell you what the picture is trying to explain. The children may need help.

(Point to kw) This unit is called kw.

The sound for this unit is /kw/. Say it. /kw/

What sound do you hear at the beginning of the word kwe'é? /kw/

I am going to say some words while you listen. When you hear the sound /kw/ tell me.

kwii	eidí
bááh	
kwá'ásiní	eidí
kwíish	eidí
tsé	
shash	
kwe'é	eidí

(Point to kw) Is this a unit? aoo'

What is its sound? /kw/

Continue the lesson with another activity. The teacher might make up an activity using nonsense words, or syllables.

Look at the top frame.
What sound does this unit make?
What is the name of this unit?
Let's read the unit.

w

Look at the second frame.
Who can read this word?
Call on individuals to read.
What does the word waa' mean?

waa'

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Read the sentences in the last two frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read orally.

Díí waa' át'é.

Yaa' waa' bee hóló.

Háish waa' bee hóló? yaa' / chaa'

Kii dóó Baa' dó', waa' bee hóló.

Chaa'ísh waa' bee hóló? hóla / nidaga'

Baa' dóó Kii / chaa' dó', waa' bee hóló.

Note: Dooda is introduced for the first time on this page, although it has been used since the Ch'ał Book to form the negative doo...da. Also eii is introduced in context. Both words should present no problem for students. But the teacher may wish to discuss them before the reading assignment.
Read the sentences in the first two frames to yourself.
Circle the correct words and fill in the missing units.
Check.
Call on individuals to read orally.
Look at the third frame.
Who can read this syllable?
Everyone read the syllable.
Look at the bottom frame.
Who can read this word?
Call on individuals to read.
Let's clap out the word.
How many syllables are there?
What does the word awoo' mean?

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Baa' shaazh / waa' bee hóló.

Dii w____' shí, ní Baa'.

Dooda eii shí, ní Kii.

Waa' hái bí? Baa'. / ma'ii.

Eii waa' / yaa' Baa' dóó Kii bí.

Chaa' / Baa' waa' bee hóló.

woo'

awoo'

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Note: The word bimá is introduced in context, if students have problems take time to discuss the word and syllabicate it on the board.
Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Who can read the first frame orally?
Who can read the second frame orally?
Who can read the third frame orally?
Who can read the fourth frame orally?

*Dictation Activity

I am going to dictate five words and one complete sentence. You may spell the words orally to yourself as you write them.

1. chizh
2. waa'
3. eii
4. dooda
5. awoo'

1. Dooda, eii doo shiwoo' da, ní Kii.

Note: In frame 3, item 2, the reader will need to recall the previous page (frame 1) to answer the question.

Díí awoo' át'é.

Díí a____' Baa' bimá bí.

Háish doo awoo' át'ée da?

Díish awoo' Baa' bí? aoo' / nidaga'

Waa' / Awoo', éí Baa' bee hóló.

Baa' bimá éí waa' / awoo' bee hóló.

Magí éí biyo' / bijaa' shaazh.

Háish waa' bee hóló? Baa' / ts'aa'

Awoo'ísh magí bí? nidaga' / aoo'

Díish waa' át'é? aoo' / nidaga'

Háish awoo' bí? Baa' / Kii bimá

W____' éí doo shí da, ní magí.

Háish bí? Baa' / Kii

Look at the top frame.
How many syllables do you see?
Who can read the first syllable?
Who can read the second syllable?
Who can read both syllables?

wol yé

Look at the second frame.
Who can read this word?
Everyone read it.
Let's clap out the syllables.
How many syllables are there?
What does the word wolyé mean?

wolyé

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Read the sentences in the last two frames to yourself.
Draw lines to the correct pictures and fill in the missing units.
Check.
Call on individuals to read orally.

Háish Baa' wolyé?

Kii doo Baa' __olyée da.

Yaa' dó' doo waa' woly__ da.

Háish waa' wolyé?

Háish awoo' wolyé?

Háish Baa' wolyé?

Háish Kii wolyé?

Read the sentences in the first two frames to yourself.
Circle the correct answers and fill in the missing unit.
Check.
Call on individuals to read orally.

Díish awoo' Kii bí? aoo' / nidaga'

Eii waa' / awoo' shí, ní Baa'.

Eii awoo' Baa' bimá / biyaa' bi.

Díí __aa' wolyé, doo awoo' wolyée da.

Ch'alísh waa' bí? aoo' / nidaga'

Háish waa' shee hóló, ní? Baa' / magí

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Look at the third frame.
What sound does this unit make?
What is the name of this unit?
Read this unit.

gh

Look at the bottom frame.
Who can read this syllable?
Everyone read it.

ghan

Look at the top frame.
Who can read this word?
Everyone read it.
Let's clap out the word together.
How many syllables are in the word?
What does the word hooghan mean?

hooghan

Look at the second frame.
How many syllables do you see?
Circle the syllable /ghan/.
Who can read the other syllable?
Who can read both syllables?

bi ghan

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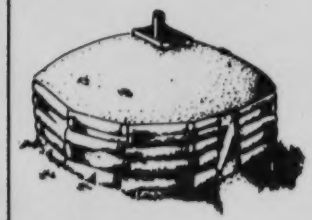
Look at the third frame.
Who can read this word?
Call on individuals to read the word.
Let's clap out the word together.
How many syllables are in the word?
What does bighan mean?

bighan

Look at the bottom frame.
Read the sentences in this frame to yourself.
Circle the correct answer and fill in the missing units.
Check.
Call on individuals to read orally.



Díí ____ghan nímaz.

Kii dóó Baa' ____ghan.

Díí Baa' / magí bighan át'é.

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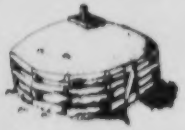
Read the sentences in the first three frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Who can read the first frame orally?

Who can read the second frame orally?
Who can read the third frame orally?

Look at the bottom frame.
Who can read this syllable?
Everyone read it.
What is at the end of the syllable ghaa'? (stop)



Hoo____ dóó tsin át'é.

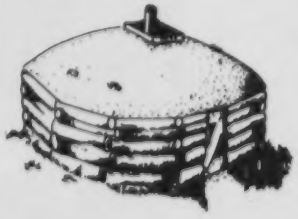
Kii dóó Baa' ___ghan.

Háish bighan? Kii / tsin

Baa' dóó Kii bighan nineez. / nímaz.

Tsiníish bighan át'é? aoo' / nidaga'

Baa'ísh bighan? aoo' / nidaga'



Díish ch'ał bighan? aoo' / nidaga'

K'aa'ísh bighan? aoo' / nidaga'

Háish bighan? Baa' / ch'ał

ghaa'

Look at the top frame.
Who can read this word?
Everyone read it.
Clap out the syllables.
How many syllables are there?
What is aghaa'?

aghaa'

Read the sentences in the next three frames to yourself.
Circle the correct answers, fill in the missing units, or draw lines to the correct pictures.
Check.
Call on individuals to read orally.

Aghaa' hółǫ́.

Díish aghaa' wolyé? aoo' / nidaga'

Aghaa'ísh dik'ǫ́? aoo' / nidaga'

Díí k'aa' dóó agh___' át'é.

Hooghan dóó aghaa'ísh át'é? aoo' / nidaga'

Aghaa'ísh nineez? nidaga' / aoo'

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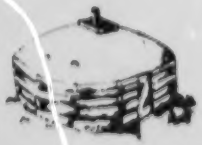
*Dictation Activity

I will dictate 5 words, listen carefully. You may spell the words orally to yourself as you write them.

1. hooghan
2. bighan
3. aghaa'
4. wolyé
5. Háish



Díí hooghan Baa' / ch'ał bí.

Eii Baa' dóó Kii bi_____.

Háish aghaa' wolyé?

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Read the sentences in this frame.
Then draw a line from each sentence
to the picture the sentence tells
about.
Check.
Call on individuals to read orally.

Díí hooghan chaa' bí.

Díí hooghan Baa' bí.

Díí aghaa' wolyé.

Look at the second frame.
What is the sound of this unit?
What is the name of this unit?
Students may need a review on this unit.

kw

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Look at the third frame.
Read the first syllable.
Who can read it orally?
Who can read the second syllable (word)?
Who can read both syllables?

kwii kwíi

Look at the bottom frame.
Who can read this word?
Everyone read it.
Let's clap it out together.
How many syllables are there?
What does the word díkwíish mean?

díkwíish

Look at the top frame.
Who can read this word?
Everyone read it.
Let's clap out the word.
How many syllables are there?
What does the word kwe'é mean?

Read the sentences in the next three frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read each frame.

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*Dictation Activity

I am going to dictate 3 words and 2 complete sentences. You may spell the words orally to yourself as you write them.

1. díkwíish
2. kwe'é
3. jooł

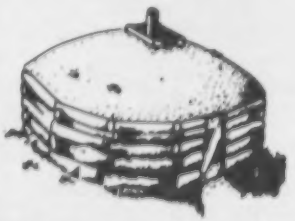
1. Kwe'é ch'ał bighan.
2. Díkwíish hooghan lá?

kwe'é

Kwe'é ch'ał dóó séí hóló.

Kwe'_ séí hóló, ní ch'ał.

Díkwíish ch'ał? 1 2



Kw_' Baa' dóó Kii bighan.

___e'é doo ch'ał bighan da.

Díkwíish hooghan? 1 2

Kwe'ésh dí___íí jooł lá? 1 2

Baa' díkwíí jooł bí? 1 3

Ch'alísh jooł bee hóló? aoo' nidaga'

ORAL LESSON 18:

THE SOUND OF dz and éé

Bá'ółta'í Ółta'í

(Write ee) You have learned this unit earlier
What is the sound for it? /ee/

If I put a high tone mark above it, what
will it do to the unit ee? deigo diits'a'doo

Everyone say éé. /éé/

(Write ł) Read this unit. /ł/

(Write łéé) Read this. /łéé/

The teacher should continue blending
with words like éé, éétsoh, éénéézand béésh.

(Hold up the dz card) What animal do
you see in the picture? dzaanéézWhen I say dzaanéézz, what is the beginning
sound? /dz/

(Point to dz) This is the unit that
makes the sound /dz/. Say /dz/. /dz/

(Write dzaa) Read this syllable. /dzaa/

(Write néézz) Read this syllable. /néézz/

(Write dzaanéézz) Read this word. /dzaanéézz/

Tell me a few words that being with the
sound /dz/. Suggested words:
dzígai

dził

dząądi

dzééh

dziil

If I put the sounds /éé/ and /dz/ together it will make a word. (Write dzéé) Read the word. /dzéé/

(Write ił) Read this syllable. /ił/

(Write dz) Read this unit. /dz/

(Write dził) Read this word. /dził/

Continue the same type of activity using the unit dz with other vowels. Long vowels like aa, ee, ii and oo would be suitable in this lesson.

ORAL LESSON 19:

THE SOUND OF tł and tł'

Bá'ółta'í — Ółta'í

(Show the tł card) Lets talk about this picture and you tell me what you see. (The word tłah (ointment) maybe new to some students) What's in the picture? — tłah

(Write tł on the board) This unit makes the sound /tł/. You say /tł/. Again. — /tł/

The name of this unit is t eł. Say it. — t eł

What is the sound for t eł? — /tł/

I am thinking of a word that you use when you describe jello. What happens to jello when you put it in a dish? — ditłid łeh

Do you hear /tł/ in the word ditłid? — aoo'

(Write ditłid) Where is the /tł/ sound? Is it at the beginning of the word? — nidaga' ałníi'gi

(Write tł) Read this unit. — /tł/

(Write tłid) Read the syllable. — /tłid/

(Write ditłid) Read this word. — /ditłid/

Someone come to the chalkboard and write /tł/. Ask for volunteers. (Point to tł) Everyone read this unit.

Continue the blending activity. The teacher might have to spend more time with this activity, depending on the childrens motivation and their responses.

(Write tł on the board) What is the sound of this unit? /tł/

(Write tł') If we put a stop at the end the sound changes to /tł'/. Say /tł'/. Repeat. /tł'/

When I say the word tł'ízí, what do you hear at the beginning of the word? /tł'/

Can you think of other words that begin with the sound /tł'/? Suggested words:

'ł'iish

tł oh

tł'óół

tł'éé'

Someone go to the board and write /tł'/. Call on a student.

Look at the board. The unit /tł'/ is written. Someone add another unit to make the word tł'o. (Students may need help)

Continue the activity until the students becume pretty familar with the unit.

ORAL LESSON 20:

THE SOUND OF dl and ǫǫ́

Bá'ółta'í — Ółta'í

(Write óó on the board) Do you remember the sound of this unit? Everyone say the sound /óó/. — /óó/

I'll put nasal mark under this unit which will change the sound to /ǫǫ́/. Everyone say the sound. — /ǫǫ́/

(Point to ǫǫ́) What is the sound of this unit? — /ǫǫ́/

I am going to say a word and see if you can hear the sound /ǫǫ́/. The word is kǫǫ́ł. Do you hear /ǫǫ́/? Is it at the beginning of the word you hear it? What's the initial sound in the word kǫǫ́ł? — aoo' nidaga, /k/

(Write ooł on the board) Read this syllable. — /ool/

(Write kǫǫ́ł) Read this syllable? — /kǫǫ́ł/

(Write oołkǫǫ́ł) Read this word. — /oołkǫǫ́ł/

If I want to write lǫǫ́, what sound do I begin with? Then what unit do I add to l? — /l/ /ǫǫ́/

Continue with the activity or make up another one.

(Hold up the dl card) Let children talk about the picture, ask them what is in the picture.

What do you hear at the beginning of the word dlǫǫ́'? /dl/

(Point to dl) This unit makes the sound /dl/. Everyone say it. /dl/

Give me some words that have the sound /dl/. I'll write them on the board. (Students may underline the unit dl)

Suggested words:

dláád

dlǫǫ́'

yildlosh

dlǫh

dloziłgaii

íídláád

What sound did you underline on the board? /dl/

Get a piece of paper and a pencil. I'll have you write two units. First write dl. (check) Then write /o/. (Check) Put the units together and you'll have what word? /dlo/

(Write dlo) Does everyboy have this word on their paper? Now I want to write yidloh. What syllable do I start with? /yi/

(Write yidloh) Read this word. /yidloh/

Look at the top frame.
What is the sound of this unit?
What is the name of this unit?
Students may need a review.

dz

Look at the second frame.
Who can read this word?
Everyone read it.
What does the word dzéél mean?
Call on individuals to read the word.

dzéél

Look at the third frame.
Who can read this word?
Everyone read it.
What does the word dził mean?
Call on individuals to read the word.

dził

Look at the bottom frame.
Read the sentences in this frame to yourself.
Fill in the missing unit and circle the correct answer.
Check.
Call on individuals to read orally.

Díí dzéél bighan hóló.

Díí dz___h yaa' bee hóló.

Háísh bighan dóó biya' hóló?

dził
dzéél

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Who wants to read the first frame orally?

Who wants to read the second frame orally?
Who wants to read the third frame orally?
Who wants to read the last frame orally?

*Dictation Activity

I am going to dictate four sentences. You may spell the words orally to yourself as you write them.

1. Kwe'é Kii dóó Baa' bighan.
2. Díí hooghan chaa' bí.
3. Díkwíish dzéél?
4. Háish hooghan bí?

Bighandi is a three syllable word in the third frame. If students have problems decoding or blending this word, write the word in syllabic form on the board and blend the syllables slowly, then gradually more rapidly.

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Kwe'é dził hóló.

Kwe'é ____ééh dóó ma'ii bighan.

Kwe'ésh chaa' bighan? aoo' / nidaga'

Díí dzéél / dził át'é.

Díish dził át'é? aoo' / nidaga'

Dzéél yaa' / tsin bee hóló.

Háish yaa' bee hóló? dził / dzéél

Dzéél dóó ma'ii bighandi dził / shaazh hóló.

Dzéél éí yoo' / yaa' bee hóló.

Háish dziłdi hóló? k'aa' / dzéél

Háish dziłdi bighan? ma'ii / yoo'

Háish yaa' bee hóló? ma'ii / dzéél

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Look at the top frame.
What is the name of this unit?
What is the sound of this unit?
Students may need a review.

Look at the second frame.
Who can read this word?
Call on individuals to read it.
What does the word tłah mean? (ointment)

Read the sentences in the last two frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Who can read the third frame orally?

Who can read the fourth frame orally?

tł

tłah

Díí tłah wolyé.

Baa' tł___ bee hóló.

Kii éí ___ah doo bee hólǫǫ da.

Háish éí tłah bee hóló?

Baa'
Kii

Baa' k'aa' tłah bí.

Kii éí tłah waa' doo bee hólǫǫ da.

Look at the first frame.
What is the sound of the first unit?
(Teacher may write tł' if the students seem confused).
What is the name of this unit?
Students may need a review on this unit.
Who can read the first word (tł'oh)?
Who can read the second word (tł'iish)?
Who can read both words?
Everyone read them.
What does tł'oh mean?
What does tł'iish mean?

Read the sentences in the last three frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Who can read the second frame orally?
Who can read the third frame orally?
Who can read the last frame orally?

tł' tł'oh tł'iish

Díí tł'oh wolyé.

Kwe'é tł'oh nineez.

Kwe'ésh tł'oh hólǫ́? aoo' / nidaga'

Chaa' / K'aa' dó' hólǫ́.

Chaa' dóó ___oh hólǫ́.

Kwe'é tł'___ dóó tł'iish hólǫ́.

Tł'iish nineez.

Tł'iishísh yaa' bee hólǫ́? aoo' / hóla

Look at the top frame.
Read the sentences in this frame to yourself.
Circle the correct answer and fill in the missing units?
Check.
Call on individuals to read orally.

Dii ___iish dóó ___oh át'é.

Dii shitł'oh át'é, ni tł'iish.

Háish bitł'oh?

tł'iish

chaa'

Look at the second frame.
How many syllables do you see?
Who can read the first syllable?
Who can read the second syllable?
Who can read both syllables?
Everyone read both syllables.

tł'í zí

Look at the third frame.
Who can read this word?
Everyone read it.
Let's clap out the word together.
How many syllables are there?

tł'ízí

Look at the bottom frame.
Read the sentences in this frame to yourself.
Circle the correct answers and fill in the missing unit.
Check.
Call on individuals to read orally.

Eii tł'____ shí, ni tł'ízí.

Háish bitł'oh? ch'ał / tł'ízí

Tł'ízí dó' bitł'oh / bidlǫǫ' hólǫ.

Read the sentences in the first two frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read orally.
Write ǫ́ǫ́ on the board.
The sound of this unit is /ǫ́ǫ́/.
Everyone say it.
What is the name of this unit?
Write dl on the board.
Who can tell me the sound of this unit?
Who can tell me the name of this unit?
If students have problems use the activities in the oral lesson for review.
Look at the third frame.
How many words do you see?
Who can read the first word?
Who can read the second word?
Everyone read the words.
Discuss the meaning of dloh and yidloh.
Look at the bottom frame.
Who can read the first unit?
(review /ǫ́ǫ́/ if necessary)
Everyone say /ǫ́ǫ́/.
Who can read the last word?
Everyone read it.
What does the word dlǫ́ǫ́' mean?

Baa' bitł'í___' hólǫ́.

Baa'
Háish bitł'ízí hólǫ́?
Kii

Kii éí bi___ízí doo hólǫ́ǫ́ da.

Kii éí tł'iish bee hólǫ́.

tł'iish
Baa' tłah dóó bee hólǫ́.
tł'ízí

dloh yidloh

ǫ́ǫ́' dlǫ́ǫ́'

Note: One new word, dibé, is introduced in context on this page. The teacher may want to put this word on the chalkboard and discuss it orally or let the children read the text first and see if they have any difficulty.
Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read each frame orally.

*Dictation Activity

I am going to dictate 10 words. You may spell the words to yourself orally as you write them.

1. tł'iish
2. tłah
3. kwe'é
4. Dzéél
5. dził
6. tł'oh
7. tł'ízí
8. dlǫ́ǫ́'
9. yidloh
10. dibé

The word bighanish is a three syllable word. If children have difficulty decoding this word take the time necessary to assist students in syllabication and blending.

Chaa' dóó ma'ii yidloh.

Dibé éí doo yidloh da.

Da' chaa' dóó ma'iish yidloh? aoo' / nidaga'

Baa' dó' yi____.

Háish éí doo yidloh da? Kii / Baa'

Dibé dóó Kii doo yidloh / tł'oh da.

Dii dlǫ́ǫ́' ____dloh.

Tł'ízí dó' yi____.

Tł'oh éí dóó yidloh da.

Kwe'é dlǫ́ǫ́' bighan.

Dlǫ́ǫ́' bighaníish nímaz? aoo' / nidaga'

Kwe'íish chaa' bighan? aoo' / nidaga'

ORAL LESSON 21:

THE SOUND OF hw

Bá'ółta'í — Ółta'í

(Hold up the hw card) Have children talk about what they see in the picture.

What do you think the man in the picture is saying? Do you think he's saying hwááh? — aoo'

Listen as I say the word hwááh. Say hwááh. — /hwááh/

What do you hear at the beginning of the word hwááh? — /hw/

The unit that sounds /hw/ is called hw. Say hw. — hw

Listen to the word Hwéédldi. What sound do you hear at the beginning of the word Hwéédldi? — /hw/

I am going to say some words. If the beginning of a word starts with /hw/ tell me.

hwiih — eidí

hwéédh — eidí

bááh

hwiiná — eidí

jooł

hwiinidzin — eidí

Someone go the the board and write the unit /hw/. Ask for volunteers.

hw íidooliił

(Point to hw) What is the sound of this unit?

/hw/

If I say hwá, what unit would I begin with? What comes after hw?

hw, á

Someone go to the board and write hwá. (Everyone may help the student at the board)

hwá

íidooliił

What if I want to write hwee, what sound do I begin with? What comes after /hw/?

/hw/

/ee/

Let's write it on the board. Call on a student. (She might write just the initial sound, and let someone finish writing the syllable)

This blending activity can be continued with vowels i and o.

ORAL LESSON 22:

THE SOUND OF áa

Bá'ółta'í — Ółta'í

Listen to the sound I'm going to make. The sound is /aa/. What unit did you hear? — a nineezígíí

(Write áa) We are going to talk about this sound. The sound is /áa/. (Demonstrate to the children how you make the sound with your hand)

The name of this unit is a wódadóó yaago diits'a'ígíí.

When I say the word áadi, what sound do you hear at the beginning of the word? — /áa/

(Write áadi) Look at this word. What sound does it begin with? — /áa/
What's the next sound? — /di/
Read the word. — /áadi/

(Point to áadi) If I write the sound /h/ before áadi, how would you read the word? — /háadi/

(Erase h and write gáa) Read this syllable. — /gáa/

(Write gáagii) Read this word. — /gáagii/

If students need help cover part of the word by syllables, and sound out gáa first, then gii. Finally read the whole word.

Continue the activity using the following words: sáanii, sidáago, t'áadoo, háadi, and háajigo.

ORAL LESSON 23:

THE SOUND OF ao and áo

Bá'ółta'í Ółta'í

This lesson may be harder than most of the lessons previously presented, so the length of time involved might be longer than the other lessons. Also the teacher may re-organize this lesson step by step, if she thinks the lesson is covering too much too fast for the children.

(Write ao on the board) This unit is called ao. The sound of the unit is /ao/. Say /ao/. Everyone say it again. /ao/

(Write d) Read this unit. /d/

(Point to ao) Read this unit. /ao/

(Write dao) Read this syllable. /dao/

Can you think of a word that begins with /dao/? (Give students help if needed). daolyé

(Write h on the board) Read this unit. /h/

(Write haol) Read this syllable. /hao/

(Write haolyé) Read this word. /haolyé/

(Write nao on the board) Read this syllable. /nao/

(Write l) Read this unit. /l/

(Write naol) Read the nonsense word. /naol/

Lets write down some words that have the /ao/ sound. Just the words we have worked with.

daolyé

haolyé

naol

Lets underline the sound /ao/. Call on individuals and let the group help the student at the board.

(Write ao) Read this unit. /ao/

(Write daol) Read this syllable. /daol/

(Write daolyé) Everyone read this word. /daolyé/

(Write áo) What has changed in this unit? a wódahdóó yaago diits'a' silį́į́'

(Point to áo) This unit is written like áa, and it has a falling a. The sound of this unit is /áo/. Say /áo/. /áo/

(Write dáo) Read this syllable. /dáo/

Someone go to the board and write /áo/. (Ask the group if its correct) áo íidoolíił

Can someone go to the board and write /dáo/. dáo íidoolíił

(Write sin) Everyone read this word. /sin/

(Write dáo) Read this syllable. /dáo/

(Write sindáo) Read this word. /sindáo/

What is sindáo? (1¢)

(Write láo) Read this syllable. /láo/

(Write si) Read this syllable. /si/

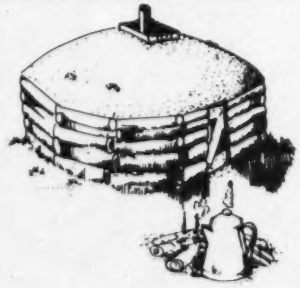
(Write siláo) Read this word. /siláo/

Ha'át'íish óolyé siláo?

Look at the top frame.
What is the sound of the first unit? (hw)
What is the name of this unit?
(If students have problems use the activities in the oral lesson for review).
Who can read the middle syllable?
Everyone read it.
Who can read the last word?
Let's read it together and clap out the syllables.
How many syllables are there in this word?
What does the word gohwéé́h mean?
Look at the second frame.
Who can read the first syllable?
Everyone read it.
Who can read the last word?
Everyone read it.
Let's clap out the syllables.
How many syllables are there?
What does the word Hwéélđi mean?
Read the sentences in the last two frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read orally.
Note: The word bighandi contains three syllables. If students have problems blending the syllables, take time to write the word on the board in syllabic form. Also clap the word out with the students.

hw hwéé́h gohwéé́h

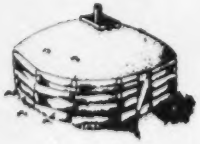
Hwéél Hwéélđi



Baa' bighandi gohwéé́h hółǫ́.

Kii dó' bighandi go__'__ hółǫ́.

Chaa' éí bighandi doo ___hwéé́h hółǫ́ǫ da.



Kwe'íish gohwéé́h hółǫ́? aoo' / nidaga'

Baa' gohwéé́h / Hwéélđi bee hółǫ́.

Baa' éí gohwéé́h / Hwéélđi hółǫ́, ní.

Read the sentences in the first two frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read each frame orally.
Write áa on the board.
The sound of this unit is /áa/.
Everyone say it /áa/.
The name of this unit is "a falling".
(Point to the áa)
Who can read this unit?
Everyone read it.
What is the name of this unit?
Everyone (á falling).
Look at the third frame.
Who can read the first unit?
Everyone read it.
What is the name of this unit?
Who can read the middle syllable?
Everyone read it.
What is the last sound of the syllable?
Who can read the last word?
Everyone read it.
Let's clap out the word together.
How many syllables are in the word?
What does the word gáagii mean?
Look at the bottom frame.
Who can read the first syllable?
What sound does the first syllable end with?
Who can read the next word?
Everyone read it.
Let's clap out the word.
How many syllables are there?
What does the word háadi mean?

* Hwéédidi is a three syllable word. Provide additional assistance if students need it to decode this word.

Shí Hwéédidi shighan, ní dlǫǫ'.
Dzéeh éí doo Hwéédidi bighan da.
Dzéeh
éí Hwéédidi bighan.
Dlǫǫ'

Háish gohwéeh bee hólǫ?
dlǫǫ'
Baa'
Baa' Hwéédi bee hólǫ.
gohwéeh
Dlǫǫ' ____éédidi bighan.

áa gáa gáagii

háa háadi

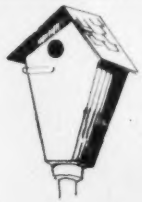
Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Who can read the first frame orally?
Who can read the second frame orally?
Who can read the third frame orally?
Who can read the last frame orally?

*Dictation Activity

I am going to dictate five words to you. You may spell the words orally to yourself as you write them.

1. gohwéédh
2. Hwéédi
3. Gáagii
4. háadi
5. bighandi

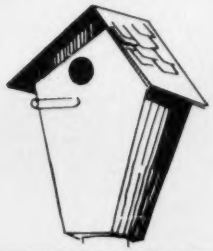
* Students may have to refer to the previous page to answer some of the questions.



Kwe'é gáagii bighan.

Dlǫǫ' éi doo kwe'é bighan da.

Gáagii bighan nineez.



Háadi gáagii bighan? kwe'é Hwéédidi

Gáagiish bighan nímaz? nidaga' aoo'

Gáagiish bighan nineez? nidaga' aoo'

Gáa___ dóó dlǫǫ' bighan hólǫ.

___gii bighan nineez.

G_____ bighan doo nímaz da.

Háadi éi dlǫǫ' bighan? Hwéédidi kwe'é

Dlǫǫ' dóó gáagiish kwe'é bighan? aoo' nidaga'

Díí shighan, ní _____gii.

Write the unit ée on the chalkboard.
The sound of this unit is /ée/.
Everyone repeat it.
The name of this unit is "e falling."
Everyone repeat it.
Point to ée, who can read this unit?
Everyone read it.
What is the name of this unit?
Look at the first frame.
Who can read the first unit?
Everyone read it.
What is the name of this unit?
Who can read the next word?
Everyone read it.
Who can read the next word?
Everyone read it.
Who can read the last word?
Everyone read it.
Call on students to read the unit and all three words.
Let's clap out the words together.
How many syllables are there in each word.
Discuss the meaning of each word.
Read the sentences in the next three frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read orally.

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ée béeso géeso yéego

Díí Kii bibéeso át'é.

Baa' éí bibée____ ádin.

Baa'
Kii

Háish bibéeso ádin?

Baa' éí géeso bee hóló.

Kii éí gée____ bee ádin.

Baa'
Kii

Háish géeso bee hóló?

Díí géeso yéego ditá.

B'___so éí doo yéego ditáą da.

béeso
géeso

Háish yéego ditá?

Read the sentences in the first two frames to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read orally.

Kii gééso / béeso bí.

Baa' béeso / géeso bí.

Háish bibéeso hóló? Baa' / Kii

Write ao on the board.
The sound of this unit is /ao/.
Everyone repeat, again.
The name of this unit is ao.
Point to the ao, who can read this unit?
Everyone read it.
What is the name of this unit?

Baa' bi_____ hóló.

Kii bi_____ hóló.

G_____ yéego ditó.

Look at the third frame.
Who can read this unit?
Call on individuals to read it.
What is the name of this unit?

ao

Look at the bottom frame.
Who can read this word?
Everyone read it.
Let's clap out the syllables together.
How many syllables are there?
What does the word daolyé mean?

daolyé

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Write áo on the board.
The sound of this unit is /áo/.
Everyone repeat, again.
The name of this unit is "ao falling."
Point to áo, what was the sound of this unit?
What is it's name.

áo

What is it's name.
Look at the top frame.
Who can read this unit?
What is the name of this unit?
Call on individuals to read the unit.
Look at the second frame.
Who can read this word?
Everyone read it.
Let's clap out the syllables together.
How many syllables are there?
What does the word sindáo mean? (pennies)
Read the sentences in the last two frames to yourself.
Circle the correct answers.
Check.
Call on individuals to read orally.
Continue to encourage children to read like talking.
This may mean that children will have to reread sentences.

sindáo

Díí Kii bibéeso át'é.

Díí béeso sindáo daolyé.

Díkwíish sindáo? 2 / 4

Note: Remind children that sindáo means pennies. Notice not all coins in the last two frames are pennies. The children may draw lines to the correct pictures.

Díí béeso sindáo / tsin daolyé.

Kii dóó Baa' bigéeso / bibéeso át'é.

Díí béeso yéego sindáo daolyé.

Read the sentences on this page to yourself.
Circle the correct answers and fill in the missing units.
Check.
Call on individuals to read each frame orally.
* Student may have to refer to the previous page to answer some of the questions on this page.

*Dictation Activity

I am going to dictate five words and two complete sentences. You may spell the words orally to yourself as you write the word.

1. béeso
2. géeso
3. yéego
4. daolyé
5. sindáo

1. díí béeso sindáo daolyé.
2. Díí géeso yéego ditą́.

Notice in the third frame, the picture of the coin should be a penny instead of a dime.

Háish sindáo bee hóló́?
Kii
chaa'

Baa'ísh sindáo bee hóló́?
nidaga'
aoo'

Dló́ó́'ísh sindáo bee hóló́?
aoo'
nidaga'

Háish sindáo daolyé?
béeso
géeso

Díí béeso sindáo d____lyé.

Kii sin__' bee hóló́.

Yaa'ísh sindáo bee hóló́?
aoo'
nidaga'

Tł'íziísh éi sindáo bee ádin?
aoo'
nidaga'

Háish kwe'é sindáo bee hóló́?
yaa'
jaa'

Test

*The teacher should review the next four pages before assigning the students to take the test. Make sure you review the various ways questions require answering with the students.

The next four pages are a test. Read each sentence carefully and read all the answers before selecting the correct answer. After you have completed the test check it over before turning it in to the teacher.
If you have questions or do not know how to answer a question, hold up your hand and I will help you.
Note: You may talk about the sentence in the last frame on this page before asking children to answer.

Note: Frame three requires that child circle the correct picture

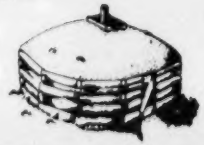
Kwe'ésh dlǫ́ǫ́' hólǫ́?
aoo'
nidaga'

Gáagiish tł'oh bee hólǫ́?
nidaga'
aoo'

Díish jooł nineez?
nidaga'
aoo'

Díí jooł
nineez.
nímaz.

Kwe'é Baa' bighan,
doo gáagii bighan da.



Háish dziłdi hólǫ́?
waa'
ts'aa'

Dziłdi díí doo hólǫ́ǫ da.
ma'ii
Baa'

Háish kwe'é bighan?
dzéé́h
Baa'

Continue test.

Caution children to read carefully.

Kwe'é chaa' bighan,
doo gáagii bighan da.

Jooł doo nineez / nímaz da.

K'aa' éí nímaz. / nineez.

Háish doo dik'ąą da?

Háish doo nitsaa da?

Kwe'ésh díkwíí béeso hółǫ́? 2 / 3

Chaa'ísh bibéeso dahółǫ́? hóla / aoo'

Note: In frame one and three children will need to draw a lines to the correct answer.

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Continue the test.

Note: Frames 2, 3, and 4 request that students draw a line from the questions to the correct answers.

Baa'
Kii — éí yidloh.

Kii
Baa' — éí doo yidloh da.

Díí chizh át'é, doo tłah át'ée da.

Shí tł'ízí nishłį, sindáo shee ádin.

Háish éí doo ajéí át'ée da?

Háish ajéí wolyé?

Continue test.

No. Right	percent
26	100
25	96
24	93
23	88
22	86
21	81
20	77

Note: If children have problems talk about the sentences before letting them answer.

Dlǫǫ́'ísh bighaa' hólǫ́? aoo' / nidaga'

Tł'ízí éí bighaa' nineez. / nímaz.

Baa' gohwéédh / Hwéédi bighandi hólǫ́.

Sindáósh béeso át'é? aoo' / nidaga'

Díí k'aa' át'é, doo ts'aa' át'ée da.

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